DOCUMENT RESUME

ED 205 466 SP 018 112

TITLE	Life Skills. Teacher Experiences. A Workshop Report.
INSTITUTION	Utah State Board of Education, Salt Lake City.
PUB DATE	80
NOTE	186p.
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Affective Behavior; *Behavioral Objectives; Elementary Secondary Education; Humanistic Education; Inservice Teacher Education; Interpersonal Competence; *Parenthood Education; Student Teacher Relationship; *Teacher Guidance; *Teacher Workshops; Teaching Methods

ABSTRACT

Twenty elementary and secondary teachers participated in workshops designed to present the rationale and process for identifying and effectively teaching parenting skills. Selected classroom experiences are described and analyzed by the teachers, and the grade level, curriculum, school, instructor and life skill involved are given. The skills were in: (1) thinking, problem solving, and decision making; (2) positive interpersonal relationships; (3) the use of freedom and responsibility; (4) receiving and expressing love; (5) leadership and followership; (6) personal and family economics; (7) responding to natural growth and development; and (8) communication. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED205466

LIFE SKILLS

TEACHER EXPERIENCES

A
Workshop
Report

Utah State Office of Education
1980

SP 018 112

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. L. Hall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LIFE SKILLS

TEACHER EXPERIENCES

A
Workshop
Report

OFFICE OF UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

Lerue Winget
Associate Superintendent for Instruction

DIVISION OF SPECIAL PROJECTS ADMINISTRATION

Don K. Richards, Administrator

G. Morris Rowley
Project Director

Salt Lake City, Utah
1980

PREFACE

This document captures the experiences of several teachers in the Provo School District who were engaged in a workshop during the 1979-80 school year. It is intended to make their work available to all teachers of the state.

A curriculum strand on responsible parenthood will be published in the future. At that time, the learning experiences developed by the Provo teachers will be incorporated in appropriate places.

TABLE OF CONTENTS

Page

PREFACE ii

INTRODUCTION iv

PRIMARY GRADES

Life Skills: Thinking, Problem-Solving, Decision-Making 1
Positive Interpersonal Relationships 7
Use of Freedom and Responsibility 14
Receiving and Expressing Love 22
Leadership and Followership 30
Personal and Family Economics 36
Responding to Natural Growth & Development 38
Communication 41

INTERMEDIATE GRADES

Life Skills: Thinking, Problem-Solving, Decision-Making 43
Positive Interpersonal Relationships 47
Use of Freedom and Responsibility 53
Receiving and Expressing Love 59
Communication 60

JUNIOR HIGH SCHOOL

Life Skills: Thinking, Problem-Solving, Decision-Making 62
Positive Interpersonal Relationships 70
Use of Freedom and Responsibility 83
Receiving and Expressing Love 94
Leadership and Followership 101
Responding to Natural Growth & Development 103
Communication 105

SENIOR HIGH SCHOOL

Life Skills: Thinking, Problem-Solving, Decision-Making 109
Positive Interpersonal Relationships 135
Use of Freedom and Responsibility 151
Receiving and Expressing Love 158
Leadership and Followership 162
Communication 173

INTRODUCTION

History

This volume contains a narrative record of the experiences of 20 teachers as they attempted to develop in a workshop, in their classrooms, and appropriately outside of their classrooms activities which cause students to practice fundamental skills required in successful parenting.

There are literally hundreds of individual skills which support competent parents. They can be clustered under the following headings:

1. Skill in thinking, problem-solving, and decision-making.
2. Skill in positive interpersonal relationships.
3. Skill in use of freedom and responsibility.
4. Skill in receiving and expressing love.
5. Skill in leadership and followership.
6. Skill in personal and family economics.
7. Skill in responding to natural growth and development.
8. Skill in communication.

Since 1971 the Utah State Office of Education has expended considerable staff time and resources in stimulating the development of programs designed to prepare students for the responsibility of parenthood. In that year the Utah Congress of Parents and Teachers expressed concern regarding Utah families. They cited the fact that the traditional family in America is being attacked--that increased divorce rate, child abuse and neglect, and other symptoms point to the need for improving the ability of people to manage families, to be good marriage partners, and to rear children. They expressed the feeling that the school system could do more to help qualify students for their future role as parents, family managers, and marriage partners.

In response to this request, the responsible parenthood program in the state of Utah was launched. With limited funds, two or three school districts were invited to develop programs. Later, with funding from the Legislature, this number was expanded to 15 Many school districts developed specific courses. Others attempted to identify the necessary skills and infuse those skills across the curriculum. There was a variety of projects developed. As these programs were reported and evaluated, the In-Office Committee on Responsible Parenthood became more and more concerned that the role of the school was not clearly perceived and that the fundamental skills needed by future parents were yet to be articulated.

One of the most controversial issues was that of sex education. Many people argued that the school should provide this type of education. Others argued equally strongly that education under this heading belonged exclusively to the church and the home--that the school had no responsibility in it.

6

Many of the courses gave heavy emphasis to child rearing, and questions were raised with regard to the readiness of students in their middle and late teens to see the relevance of learning how to rear children when marriage and parental responsibilities seemed quite remote. The introduction of new courses in secondary schools posed still another problem--the schedule was full. "Where can we place another course or what shall we set aside?" These and other issues raised the question, "What is and is not the responsibility of public education for preparing students to become parents?"

Members of the in-office committee suggested that perhaps there could be located or generated a series of basic skills applicable to parenting that also belong comfortably in the province of the mission of the public schools. The list was developed by the chairman and modified and improved by members of the committee. It was believed that if these skills could be incorporated appropriately in the ongoing programs of all courses, considerable contribution to strengthening families would ultimately result. The general concept, then, is that these skills should be taught appropriately as a function of all areas of the curriculum from kindergarten through 12th grade.

Rationale

This particular list of skills was developed out of the process of examining successful family leaders (parents) and trying to analyze their behavior to discover the skills that contribute to their success. As one examines this list and removes any one of them, he will discover that the strength of the family and its leaders will be materially reduced. When the behavior of strong parents is examined, it is not difficult to discover that they have well-developed skills in all of these areas.

The question, then, follows: "How are skills developed?" In order to understand this, one needs to observe the development of such a skill as learning to ride a bicycle or some other simple physical skill. There is a need for a verbal concept or explanation followed by practice with coaching.

The weakness of most courses is that they seem to assume skills will be learned through verbal interchange when, as a matter of fact, the verbal image is developed but the practice and coaching is left out. Therefore, the skill is not learned; it simply remains as a verbal concept.

A final premise in the development of rationale for establishing these skills is this: Experience needs to be real. The closer the situation is to the learner, the more commitment and rigor the student will devote to mastering the skill.

In May, 1980, a workshop was established in the Provo School District. The purpose of the workshop was to develop strategies and environment in actual classroom settings which would make possible the three-phase process of establishing these skills as habits in the students. Twenty teachers were invited to participate in this endeavor. They represented the spectrum of public education from kindergarten through senior high school. A six-session series of workshops was proposed in which the rationale, the skills, and the process for implementing the skills would be developed, tested, and recorded.

The first session was devoted to communication to and internalization by the teachers of the content, philosophy, and rationale to be tested. The teachers were then asked to go back to their classrooms and devise ways and means, environments, and activities which they believe would cause students to conceptualize, practice, and acquire the skills. They were asked, as a final product of six sessions, to record the activities and to describe the environments and events in such a way that they could be understood by other teachers in the state. The product of the project was a document containing those descriptions.

So a cycle was established of identifying the skill to be taught, projecting settings and strategies in which the skills could be practiced by students, returning to the workshop to share successes and failures, and to be critiqued by one another and by the workshop director. They returned to their classrooms with new ideas and to refine previous efforts. This cycle was repeated five times. Then teachers were invited to record their experiences and provide an evaluation of the experience, including the things that they would do next time and the things they would eliminate or change.

As the workshops progressed, a list of sub-skills supporting several of the skills was presented and discussed. Those breakdowns will be found in Appendices A, B, and C of this document.

Specific skills assignments were not made. The teachers were allowed to select six of the eight skills to test and to record. This resulted in a larger number of reports on some skills than others. It is anticipated that further work will be done to round out the document and provide a balance of reported experiences among the skills being tested. The net result of the project is adequately reported in the teachers' experiences.

There were some failures. Many of the teachers indicated they would do things much differently next time. Some of these resolves are recorded in the individual accounts. Most of the teachers reported significant, positive change in students' behavior and more significant changes in their own. Many of them indicated that for the first time in their teaching career they had become sensitive to the most important aspects of education; i.e., the fundamental outcomes of education and the skills needed to achieve them.

They said such things as, "We were always subconsciously aware that these skills represent the real outcomes that education should be seeking. Yet, we were never made conscious of the skills, of the fact that they cannot be learned incidentally and, hence, need to be consciously approached in order to achieve results." They indicated enthusiasm for going back to their classrooms and a desire to repeat and refine the techniques they had begun.

PRIMARY GRADES

CURRICULUM: SCIENCE (SOIL PREPARATION AND BULB CULTURE)
GRADE LEVEL: K, 1, 2
INSTRUCTOR: HELEN J. CLARK
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: THINKING, PROBLEM SOLVING AND DECISION MAKING
SUB-SKILL: FREEDOM AND RESPONSIBILITY, LEADERSHIP-FOLLOWERSHIP

****

PURPOSE: To provide practice in the skills listed.

SITUATION: The flagpole area at the front of the school building was planted in low-growing evergreen shrubs. Children arriving at school on buses and waiting for buses to take them home had trampled and destroyed the plantings. My children viewed this unsightly area from the classroom windows. A child's question one day--"How can we get the kids to quit tromping on the bushes? Someone broke off a big branch"--led to a spontaneous discussion.

Teacher: "Boys and girls, what might we do to solve this problem? Let's hear some of your ideas."

Children's Responses: "Send the kids who do it to the principal's office." "Build a fence around it." "Ask them nicely to please stay off."

After further discussion, the class all agreed that they would like to plant flowers; and I was besieged with their suggestions of colors and kinds of flowers. We voted! Red tulips won!

Learning processes toward solution of problem or situation

It was already evident to me that what we had been given the principal's permission to do was a total school project, too large for one class to accomplish. More importantly, the pride in school appearance on the part of all the children would be enhanced if they participated individually in its beautification. The children decided they would need help. They were excited that their idea and decision might include all of the children and teachers in the school.

I presented the proposal in a faculty meeting and received a positive response. The tasks that needed to be done on such a project were discussed, listed, and a work schedule planned. It was decided by the faculty that all of the children in the school would be invited by their teachers to contribute five cents toward the purchase of the tulip bulbs, dust, and fertilizer. The role each classroom would play in the project was outlined by teachers to their classes, and cooperation and agreement were achieved. In-room planning, thinking, and decision making were employed on the basis of the task assigned and according to the developmental level of the children in the class. The following task-assignment schedule was developed:

Task	Assignment To
Photographic record of project	Media Coordinator
Digging out shrubs	Head Custodian
Plowing land	Adult patron of school with garden tractor, transported by principal's truck

Task	Assignment To
Determining number of bulbs needed.	Sixth grades with teacher coaching. Involved measurement, mathematics, computation, making grid patterns on plots.
Digging holes in center of each square of grid.	Fifth grades with teacher coaching. Involved estimating and judgment.
Placing measured amounts of bone meal fertilizer in holes and thin cover of soil.	Third grade with teacher coaching. Involved measuring.
Placing bulb dust in holes.	School secretary (Since this dust is toxic, the principal asked for an adult volunteer.)
Placing of 264 tulip bulbs in holes.	Kindergarten, first- and second-grade children (primarily family units). Involved counting bulbs for class needs, noting of bulbs, and planting them right side up.
Covering the bulbs with soil.	Fourth grades with teacher coaching.
Watering.	Mother Nature -- it rained.

ANALYSIS: Freedom to tromp down the shrubs is also freedom to change behavior and to beautify the area with tulips. The thinking, problem-solving, decision-making, positive approach in a democratic way led to positive, responsible behavior.

The participation of the children and staff of the school in the solution of this problem has produced the result that the children do have pride in the appearance of the school ground area. No one steps on the beds, and the tulips have bloomed profusely and beautifully and have brought joy to school and community alike.

CURRICULUM: CLASS PARTIES
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: DECISION MAKING AND PLANNING

GRADE LEVEL: K, 1, 2
INSTRUCTOR: MARY LYNN LEWIS

****

PURPOSE: To give students some experiences in decision making, planning, and follow through.

SITUATION: At the beginning of the year the children need to make a decision about what party committee to be on. When their party month comes up, the group comes together and uses some decision-making and planning skills to get their party underway.

We start the process by putting up sign-up charts for the party committees with the suggestion that only about five people be on each committee. I tell them they also need to consider their mom in their decision because she will be helping them with their responsibility, and they wouldn't want to choose a time near their birthday or near when a new baby is being born, etc.

We talk about how making decisions about parties aren't terribly important; but if they learn to make easy decisions, they will become good decision makers and be able to make bigger ones later on.

Before children make their decisions, we talk about some decision-making processes:

1. Identify decision or problem.
2. Identify alternative choices.
3. Things to consider: mom, how many on the committee already, month you like and for which you may already have party ideas, and whom you can work well with.

Then the children make their choices for party committees. As they decide, we talk about whether they are considering the process.

Soon the time comes for each committee to come together. This is their special time of planning. First, I ask, "What do you want to suggest for your party?" We list suggested ideas, and then the children decide exactly what it is they want to do. We have treats, play games, have guests, and sometimes they even like to have a hand in planning the activities for the whole day so there is continuity between the entire day and their party.

Then we talk about the things we will need and make assignments for them. Clean-up is an important part of our planning. We then plan a time for evaluation in which the whole class talks about what went well and what could have used more planning. The evaluation time also gives us a chance to review our steps to making decisions and planning.

ANALYSIS: Even small children can use planning and decision-making skills with adult guidance. It is important to take into account their maturity level and to match the expectations to it.

CURRICULUM:
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: THINKING, PROBLEM SOLVING, DECISION MAKING

GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

****

PURPOSE: To help students generate many alternative ideas from a variety of categories as a step in problem solving. By consistently asking questions, eliciting many ideas from a variety of categories, the students grow in their ability to generate ideas.

Coaching through questioning

SITUATION: A broad-based published program which is used in all aspects of my curriculum. Originally, I introduced the skill by having students answer this: "How many places can you hide an Easter egg?"* They started listing places. All the class participated; they listed about 18-19. "Can you think of any more?" Four or five more. "Where did you find your Easter eggs last year?" About 15 more. "Can you think of a funny spot to hide it? How about some high places?" We ended up with about 70 places.

Verbalized for understanding

After two more weeks of similar practice, I introduced another dimension: "How many ways can you measure something?" With a hand, a foot, an arm. "Good, those are body parts. Can you think of other ways?" Cord, string, yarn, rope. "Good, those are types of strings." Books end to end, chairs end to end, boxes end to end. "Good, those are objects." There are also yardsticks, rules, meter sticks, etc. (showing them how to develop categories).

Here is a chart listing some ways I have integrated these skills in my curriculum:

Math:	How to make the number (i.e., #10, 1+9, 11-1, 2+2+6, $\frac{100}{10}$, etc.)
	Ways of telling time (shadow, sundial, clock, etc.)
	How to spend $100 (given a catalog); make a collage
	How many ways to make $5.00
	Things that divide exactly in 1/2
Science:	Types of insects (in collection)
	Animals that hop
	Shapes of shadows (paper in the sun or under lamp)
	Things magnets pick up
	Sounds your body can make without voice (tape it)
Health:	Foods in (meat) group
	Words that tell about teeth
	Body parts (name or draw)
Language Arts:	How many words rhyme with ___________?
	How many opposites, pairs (i.e., pair of scissors) compound words, synonyms
	How many (green) things can you name?

*Another year, I will introduce this skill much earlier.

This list is, of course, brief. The level of sophistication and the variety of questions are endless. By putting "how many" or "what kind of" with just about any question, you develop student imagination and resources. Alternatives I have used are: (1) counting oral responses; (2) making a collection of physical objects; (3) tape recording; (4) picture collages; (5) minibooks; (6) graffiti-style chart on back bulletin board; and (7) physical movement response (as in "How many ways can you move across the floor without using your feet?")

ANALYSIS: This is one technique which has definite generalization to other areas. When we go to solve a problem, students are sure to remind us, "If we have more ideas, we have better choices." My coaching in these skills was as follows: (1) Ask the right questions to lead students on to ideas; (2) Know when to talk, but mostly when to shut up; and (3) Stretch their minds by provoking new ideas as they explore possible answers. A minor problem is to control the criticism--the prejudgment--of unusual or untried ideas. To encourage communication of those types of ideas, the skill of communication (thinking of words which express ideas) and the skill of followership (supporting those who have unique ideas) are practiced in addition to the skills of thinking.

CURRICULUM: SOCIAL STUDIES (ALCOHOL EDUC.)
SCHOOL: TIMPANOGOS ELEMENTARY
LIFE SKILL: DECISION MAKING, PROBLEM SOLVING, THINKING

GRADE LEVEL: THIRD GRADE
INSTRUCTOR: LYNN D. LARSON

****

PURPOSE: To teach the children how to use the problem-solving, decision-making skills to actually solve a problem.

SITUATION: I had been attending an Alcohol Education workshop presented by the Timp Mental Health Center. The K-3 program has to do with building positive self-images and learning responsible decision making.

Just a few days prior to today's discussion, I had taught about the steps in making good, responsible decisions. The steps I used with my third graders were: (1) State the problem; (2) List alternative solutions; (3) Evaluate each alternative; and (4) Choose the alternative with the best possible end result.

On this particular day, we were discussing who made certain decisions in their lives. As the discussion progressed, it became clear that most of the decisions were being made by their parents. Most of the children were beginning to express negative feelings when others made decisions for them.

Identification of problem

I said, "Well, if having others make decisions for you makes you feel bad, then what can you do to get your parents to let you make more decisions yourselves?"

Brainstorming for alternatives

As they suggested alternatives, I listed them on the board. Some of those listed were: (1) Disobey and do what I want; (2) Tell them I'm going to make my own decisions from now on; (3) Tell them to shut up; and (4) Discuss it with parents and see if there's some way they'd let me make more decisions. I suggested that they decide what decision their parents would make and do it before their parents told them to do it.

Evaluating alternatives

Next, we went through the alternatives and decided what was the most likely outcome of each one. For most alternatives, the end result was judged to be worse than the problem: "I'd get grounded for a month;" "I'd get spanked;" "My dad would knock my head off;" etc. When we got to the ones listed here as #4 and #5, the children decided these were more likely to have positive results. Number 5, they decided, would shock their parents at first; and then as they saw them making responsible decisions like going to bed at the proper time or cleaning their rooms without being told, the parents would trust them to make more decisions for themselves. The kids could then feel better.

ANALYSIS: I identified the problem as, "How to get to make more decisions themselves." Then we brainstormed for alternatives, evaluated them, and then chose the one with the more desired results. One mother told me later that her daughter discussed this subject with her and has been actively working to show the mother that she can make responsible decisions herself.

CURRICULUM: SOCIAL BEHAVIOR
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIPS, THINKING, PROBLEM SOLVING, USE OF FREEDOM AND RESPONSIBILITY

GRADE LEVEL: KINDERGARTEN
INSTRUCTOR: MARY LYNN LEWIS

* * *

PURPOSE: To teach children the ability to decide when it was appropriate or inappropriate to involve teacher in their problem-solving process.

SITUATION: For several weeks, since the weather had improved, I had a rash of tattling--not the kind that is worth listening to, but the kind that can become old fast. Many times during the year we have had discussions on when it is appropriate to come to teacher with a problem. It seemed that all had been forgotten. It was now time for us to get into some problem-solving processes. I approached the children at the end of one particularly eventful recess break. I said, "For the last few days I have had some not-very-good feelings during our recess breaks. Does anyone think they might know why?" Eventually, the tattling came up. I said, "Yes, tattling is the problem; and we all need to help solve this problem. What can we do?" They made their suggestions, and the next step evolved.

To help them gain an understanding of what I expected, we went through these questions:

1. Who are the people being tattled on? Rule breakers.
2. Why are they tattled on? Because they are doing something they shouldn't be doing.
3. Are there any problems that children can solve without the teacher? Yes; but when I asked Richard to stop climbing on the wall, he just kept doing it.

A discussion followed: "All right, then, it seems like maybe we need to understand that when our friends remind us about a rule or ask us not to do something, we should listen and obey them and not wait to be told by the teacher." They agreed. "Then next recess let's report back on who obeyed their friends and solved a problem without the teacher." I tried to keep it that simple and basic; otherwise, we would have been overwhelmed with generalities. It's interesting how many, many interpersonal relationship skills are involved here.

The next day, by the time recess rolled around, I had already had the opportunity to model through a couple of tattling problems. Child #1 said, "Teacher, child #2 left her crayons out." (I grabbed child #2 and said, in front of the class, "Let's do some problem solving.") I said, "Child #1, play like teacher isn't here. What would you do about the crayons? Put them away? Would that help child #2 with the problem? What would be a better thing to do?" Child #1 said, "I could get child #2 and have her put them away." Excitedly, I said, "Right! Would you feel okay about that, child #2? Would you put your crayons away?" Child #2 said, "Yes." Then I said, "Then did you need to tell the teacher? No!"

"See, you are such good problem solvers that you don't even need me. Here's a badge for both of you--child #1 for helping your friend, and child #2 because you obeyed your friend; and all of this without the teacher to help!"

ANALYSIS: During recess, I had a chance to see some more children helping their friends obey and to dispense some more badges. (A little extrinsic reward never hurt anyone.) When specific tattling instances came up, I got both parties together; and we walked through the problem-solving steps which are: (1) What is the problem? (2) How can we solve it? (Many ways.) (3) Will you work with your friend? I tried to have as many children observe the process as I could gather around. The children found that with the freedom from reporting everything to the teacher came new feelings of security in being able to handle things on their own, and there was an increased feeling of maturity in being able to solve problems independent of the teacher. All this time, I tried my best to be on hand to reinforce the good handling of problems. After several days and flubs, many of the children seemed to be getting the feel of solving this one problem in this way. There seemed to be carryover in other areas, too. We still have some tattling and some children who don't respond to their friends' help, and there will always be times when children need a teacher's involvement (after all, what are we there for?); but we're working on it.

CURRICULUM: SOCIAL LIVING, LANGUAGE ARTS
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIPS
SUB-SKILLS: GIVING AND RECEIVING LOVE, PROBLEM SOLVING

GRADE LEVEL: K, 1, 2
INSTRUCTOR: HELEN J. CLARK

* * *

PURPOSE: To experience giving and receiving love, problem-solving techniques, and social reinforcement.

SITUATION: A cold, stormy day had arrived, following a week of glorious "outdoor play" spring weather. My class of first and second graders were compelled to remain in the classroom for lunch period. I had given support as they selected games and activities for their enjoyment. I left for a few minutes to eat my own lunch. When I returned, I found the children "frozen" in their seats, toys and games all put away. (I thought I was in the wrong room and playfully stepped to the door without saying anything and checked the room number.) A student raised her hand and reported that all the children were playing nicely and then "Nathan came around and kicked our things and threw the Unifix Cubes at people and all over the room." She reported that Mr. Smith, the teacher playground supervisor, "told us to put everything away and sit in our seats until you came back."

LEARNING PROCESSES TOWARD SOLUTION OF PROBLEM OF SITUATION:

Teacher: (After short pause--mentally counting to ten) "Boys and girls, I can see that you have a problem. Nathan, would you like to talk about it?"

Nathan: "Uh! Uh!" (negative response)

Teacher: "Nathan, did Karen tell exactly what happened?"

Nathan: "Yeah!"

Short pause. I felt that Nathan was really hurting inside. This experience was one of a long series of negative incidents of which Nathan had been the instigator. He was now a second grader; but having been once retained, his feelings of self-worth left a lot to be desired. I decided that since the action had involved the whole class and that Nathan was in "ill repute," it would be better to deal with the problem together as a class. At the same time, I recognized the risk in public rather than private treatment.

Teacher: "Boys and girls, why do you suppose Nathan did what he did?"

Child: "Maybe he wanted attention."

Other Children: "Maybe he didn't feel wanted." "No love." "No friends." "Didn't feel very good." "Just mean."

(I listed these on the chalkboard without comment as children contributed.)

Teacher: "Boys and girls, does Nathan have any friends?" (All children in the room popped their hands up.)

Teacher: "Nathan, turn around and look at your friends."

Nathan: Big smile.

Teacher: "What can we do to stop a problem like we had today from happening again?"

Child: "Just say, 'Nathan, I don't like what you're doing. Please stop!'"

Child: You could say, "Nathan, remember what we talked about?"

Teacher: "Nathan, would you stop if someone said that to you?"

Nathan: "Yes."

Teacher: "Boys and girls, you really did some good thinking and feeling about the problem today. I am proud of you, and I think Nathan is feeling better."

ANALYSIS: Evidence that the children had learned the important skill of giving and receiving love came two days later when we were reading a play in Nathan's reading group. Each child was vocal about the character he chose to portray in the play. Keith wanted to be the King; Stephen, the Lord Chamberlain; but Nathan wanted to be Greg, the only person in the kingdom that the King could depend on--the only one who really cared about other people. When they decided to perform the play, Nathan entered into the preparation of props and costumes with great enthusiasm and cooperation. I did some special coaching so that he could do his lines with expression. It was important to him to be able to communicate to others the message of the play and to feel success in his own presentation. In assuming the role of Greg in the play, I feel that Nathan was showing his appreciation for the emotional support of his friends and was returning their love. In solving this problem as a group, the class did learn much about interpersonal relationships and the giving and receiving of love.

CURRICULUM: CLASSROOM MANAGEMENT
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIPS, COMMUNICATION

GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

* * *

PURPOSE: To help students develop this generalization--that words are not realities but are symbols. They define life only in the sense that we give them meaning and give students operational terms for dealing with the many abstract terms of interpersonal relationships. Hopefully, by learning how to describe what was happening or what they wanted to happen, students could deal with interactions more realistically.

Coaching--using questions to guide class

Coaching by presenting a novel idea

SITUATION: "Miss Rowe, I don't have any friends. No one likes me." You've heard it over and over. So go to the class. What is a friend? What things make a friend? The class responded, "He's someone you like. They're nice, smart, cute, happy, fun, helpful, etc." Okay, what does being nice mean? . . . Two volunteers to show us. (I get lots of volunteers.) Some smile, some hold hands (two little girls), one helps an "old woman" across the street. But that's not nice--that's someone smiling. That's holding hands. That's helping an old woman. Oh well, how about showing me "smart." One adds another, another spells, another helps her neighbor with a problem. But that's not smart--that's adding, spelling, helping. Can anyone show me "fun"? Just jumping, running, playing together, or smiling.

Giving a verbal concept for understanding

Some words aren't anything. We use them in place of doing words, and we are each supposed to know what they mean. So we are more accurate if we say what we can do or tell about what is happening.

Practice and coaching--help them put answers in concrete terms

Expressing (giving & receiving) love.

Now, what is a friend? Plays with me at recess, plays Chinese Jacks with me, shares food, goes to my place after school, smiles and says, "Hi," and talks to me. So logically, my next guiding question: If you want friends, what can you do? Play with someone at recess. Ask someone home, etc. Now if someone says, "Can I play with you," how can you support them? Say, "Yes." Help them feel good. Share with them.

By putting abstract concepts--love, friend, respect--into concrete, doing terms, children understand better what to expect. Do I say, "You're not patriotic," or more accurately, "You didn't say the pledge this morning but played with your toy car"? I say, "Be a friend if you want a friend" or "Take this jump rope (basketball) out and find someone to play with you."

By identifying with them actual behaviors--not abstract terms--children could and did change. I'm hoping to see more generalization to other areas like, "Miss Rowe, math is dumb" to "Miss Rowe, I can't figure out how to tell time;" but that's for the future.

ANALYSIS: By helping the student understand that abstract words can be understood and used if they are changed to operational (doing) terms, hopefully they can deal with interpersonal relationships on this same level. First, they had an experience with the impossibility of defining abstract terms by actions. Through coaching, they were able to generalize that words that describe actions are most helpful in relating to another person. This was practiced daily as I encouraged (coached) them in putting frustrating situations in "doing words." They are good at it, because the practice and needs arise out of their own situations and their immediate feelings.

CURRICULUM:
SCHOOL: TIMPANOGOS ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIPS AND COMMUNICATION

GRADE LEVEL: THIRD GRADE
INSTRUCTOR: LYNN D. LARSON

****

PURPOSE: To give these two girls an opportunity to grow in interpersonal relationship skills by causing them to discuss their conflict, to practice compromise skill, and to resolve it themselves.

Coaching

SITUATION: One of my students came to me and asked if I would move her away from one of her best friends because the friend kept talking to her when she was trying to work. I asked her (Ha, a Vietnamese who had been in this country about three years) if she had told Dana how she felt about being kept from doing her work. She looked at me in a way that shouted, "No!" I simply told her to go talk it over with Dana.

A little later, Ha came back and asked to be moved again; Dana wouldn't quit talking. So I moved her friend's desk to another place in the classroom during the lunch hour.

After lunch, Dana came in, found that she had been moved, and had herself a good cry.

Allowed time for them to work it out

I let things go as they now were for a few days to let Dana's feelings cool and see what would happen. Then I asked the two girls if they still had a problem. They said, "No," and that they had decided they could still be friends and play together during recess.

Teaching as I supplied most of the answers

Coaching

I thought I still might get a little more mileage out of the situation, so I helped the two girls discuss how Ha felt about education--that it was the key to her success here in America. Also, the conversation disclosed how important it is in Vietnam to be educated. Dana got a new look at Ha and why she tried so hard in school. Dana decided she would try harder not to bother Ha while she was working if she could sit by her again. We decided to try it. I haven't heard any more complaints from Ha.

ANALYSIS: In refusing to solve Ha's problem for her and in suggesting to her that she talk to Dana and explain how she felt about her school work, I was "coaching" her in that I was helping her practice her interpersonal relationship skills by using them to actually solve a problem. During the later conversation, as well as coaching the discussion, I did some teaching about the Vietnamese values and general values of education.

CURRICULUM: CHOOSING TIME
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: USE OF FREEDOM AND RESPONSIBILITY
DECISION MAKING

GRADE LEVEL: KINDERGARTEN
INSTRUCTOR: MARY LYNN LEWIS

****

PURPOSE: To teach children responsibility in use of freedom and wise decision making.

SITUATION: During the week, the children in my class have difficulty handling "self-freedom." This is a time for them to exercise their skill in using freedom and being responsible for their time and behavior. They must also make a choice as to what they will do.

Self-freedom was introduced as a time for choosing the way you want to spend your time. I stressed that with freedom comes responsibility, and you must be fairly grown up to use your freedom wisely. We discussed what happens when people don't use their freedom wisely--law-breakers, people in prison, trouble-makers, and people who don't have many friends.

Rules for freedom were established with the help of the children. Their rules:

1. No more than two choices per self-freedom time (monitor self).
2. Must take care of self--self-control.
3. Clean up before moving on to next project.
4. Clean up immediately when teacher plays clean-up time on the piano.
5. You can visit but must use indoor voices.
6. Have fun with your free time.

As you can see, I did have a hand in making the rules; but you know how a teacher can influence and mold rules so children feel like they came up with them.

Now, the children were presented with alternative choices for their self-freedom time: games, playing with blocks (big or little), puzzles, dressups, playhouse, modeling clay, coloring, drawing, enjoying books, creating a play, creating a puppet show, or they could come to me with an alternative self-choice. (Notice the decision making involved.)

ANALYSIS: The self-freedom time itself turned out to be an enjoyable time for all of us. It gave the children a chance to use and practice their freedom and responsibility skills, and it gave me a chance to reinforce the wise use of freedom. It also gave me a time to observe them in their play which proved to be very revealing to me.

We had our problems, and some of the children even lost their freedom for periods of time because they weren't being responsible with their time. Through the coaching that went on during this self-freedom time, and the repetition of terms, "your responsibility," "using time wisely," and "good use of freedom," the children became aware of their responsibility for maintaining their own freedom.

CURRICULUM: SOCIAL LIVING, HEALTH, NUTRITION
MATHEMATICS, WEIGHING, MEASURING,
ESTIMATING, JUDGMENT-MAKING
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: FREEDOM AND RESPONSIBILITY
PROBLEM SOLVING

GRADE LEVEL: K, 1, 2
INSTRUCTOR: HELEN J. CLARK

****

PURPOSE: To help students examine the part rules and laws play in exercising freedom with responsibility.

SITUATION: The behavior of our first- and second-graders in the school lunchroom provided an example. Under the existing system as it was being operated, it seemed necessary to deny certain of the children's freedoms--namely:

Freedom of speech	(They were not allowed to yell)
Freedom of Choice	(They could not choose their seats at random)
Freedom of Action	(They were denied the freedom to grab food and throw it)

These and other freedoms (such as eating a balanced diet) were not being managed by some students in the school lunchroom in a responsible way. The teachers, principal, and lunchroom supervisor met to engineer a change in the procedure. It was decided that the following modifications of the system would be made:

1. First- and second-grade children would go directly to assigned class tables rather than get their food cafeteria style.

2. Tables would be pre-set by the lunchroom staff with silverware, milk, and napkin at each place.

3. Bowls containing food would be placed at both ends of each table.

4. Two children were made responsible to serve each meal--family style. This responsibility would be rotated among class members.

5. Children were to remain in their seats and wait until all at the table were served before beginning to eat.

6. Children were to remain in their seats until all at the table had finished eating.

7. There would be no talking (for the present).

8. Children were to carry their trays to the return table in an orderly manner.

9. This process would require each teacher to be on duty with his or her class during the lunch period.

10. The principal designed this service as "teaching time" in social living, health, and nutrition.

Learning processes toward solution of problem or situation

To introduce this modification of rules involving freedom with responsibility to the children in my classroom, I used an ongoing class activiting involving rules. Some of the children had been playing a game. I asked how it was played and they explained the rules to me.

Teacher: "What would happen in the game if some of you did not want to keep the rules?"

Children's Responses: "That would not be fair!" "You wouldn't be able to play the game!" "Everyone would say you cheated."

Teacher: "Keeping the rules of the game is really important, then, if you are going to have a good time together. Do you all agree?" Children gave an affirmative response.

Teacher: "We've been having a problem in the lunchroom. Not all of the children have wanted to keep the rules."

I got responses on what was happening in the lunchroom that my children didn't like. Then I told them, "The adults in the school have talked it over, and we think that you should have the privilege of being free to serve your own lunch and be responsible for your actions."

I followed this statement with an explanation of the process the faculty had worked out as outlined in the ten items listed earlier. Implementation of the new system was facilitated by a "walk-through" practice.

The initial day with food and service by the children was exciting. The children who served--though a little unsteady in the ladling of the food--rose to the new responsibility with assurance. They received experience in estimating the number of fruit pieces or potatoes per serving--a judgment made by observing the total amount in the bowl. It was also necessary, because of health regulations, for them to refrain from touching any of the food with their hands while serving.

Coaching

The coaching that I did--except for reinforcing the "no, thank you," "yes, please," and "thank you" as service--was given by way of praise and appreciation for such a great effort. The children were very patient with their peers--their leaders who served. They were almost in awe as they realized they really could take care of themselves if they were given the freedom and responsibility.

As the new system with student leadership and followership began to take effect on former problems, we resumed visiting with each other pleasantly, but moderately, at the table when the children asked to have that freedom restored under their responsibility for the volume level. Encouragement was also given to the children to exercise freedom of choice in electing to eat a variety of foods for a balanced diet.

This concept was reinforced by the presentation of an in-class unit on foods, including an experiment with laboratory animals and the effects of proper and improper diets on their health and growth rates. Mathematics skills were used in weighing and measuring foods and also the animals.

ANALYSIS: The continuing pride and enjoyment on the part of the children in being responsible for their own food service and behavior in the lunchroom is evidence that they can and have learned to value some basic freedoms and have a sense of responsibility. The modification of the lunchroom process not only eliminated the necessity for denial of the freedoms of speech, choice, and action; but it also demonstrated that first- and second-grade children will value freedom when placed in a democratic, positive format and will accept full responsibility for themselves in rather complicated processes in relation to their age group. Teachers step in to "coach" only in unusual circumstances. There is great contrast in the lunchroom that was and the lunchroom that is now.

CURRICULUM: PHYSICAL EDUCATION, MUSIC
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: FREEDOM AND RESPONSIBILITY

GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

* * *

Purpose: Teach freedom/ responsibility skills

PURPOSE: To help children deal with the interwoven aspects of freedom and responsibility, specifically the need for rules to create order out of which true freedom grows. Freedom must be maintained by our own diligence in keeping those rules.

Setting up a first-hand experience

SITUATION: P.E. competition in which my class is divided in half on each side of the gym with center court being the dividing line. A huge ball (about 3' in diameter) is put in play, which each team tries to keep in the air. The rules are simple:

1. Keep the ball in the air.
2. Don't go over the center line.
3. Don't grab the handles on the ball (except to pick it up if it lands on the floor on your side).
4. Try to make the ball go high and far enough to land on the floor on the other team's side.

This game was underway one day, and one team was a decided underdog. I went into action. I grabbed the ball's handles and threw it over to the other side. I crossed the line (just a step or two) to push it across. I pushed students on the "upper dog" team out of my way to push the ball down on their side. By now, the "underdogs" were cheering and clapping between breaths and chasing the ball. The "upper dogs" were yelling, "You cheated. That's not fair. Miss Rowe, you can't do that. You didn't help us." In just that minute or so, chaos prevailed. I was concerned because it went further than I had planned. One young man on the opposing team screamed, "Miss Rowe, you're a cheater! I quit!" He burst into tears and stamped to the stage and sat down. That sobered the class. I suggested we go sit on the steps and talk about what happened. I chose not to focus on John's outburst at the moment but to be close enough that he could hear and take part when he felt in control of himself, and let the others deal with what had happened and how they felt about it. Also, I felt John needed support in what really was probably a traumatic experience for him. I wanted to be physically close to him so as to draw him back into the group.

Coaching

Showing affection and support

Of course, we talked about how they felt and what had happened. Then I shifted the focus. What things had made this happen? It was, they all agreed, Miss Rowe's fault. She broke the rules. So we talked about what could happen if one person broke the rules--the resulting frustration. Then I pulled about four students for an impromptu role-play situation--playing basketball while three followed the rules and one didn't. They got the point. We talked about how broken rules had to have consequences.

Practice and coaching

As P.E. time melted away, we went back to class for reading period. Later that day, during music, I summarized our P.E. discussion and reintroduced it in a new way. We learned the song, "Freedom Isn't Free." The text fits beautifully with the concept of responsibility and freedom. "Freedom is a word often heard today; but if you want to keep it, there's a price to pay. Each generation's got to win it anew, 'cause it's not something handed down to you. Chorus: Freedom isn't free, freedom isn't free. You've got to pay the price, you've got to sacrifice--for your liberty."

Practice

Occasionally, during the week, opportunities arose to remind or reinforce the skill. Oh, yes, we have a rule about not sharpening pencils when someone is up front talking so that we are all free to hear. We have a rule about not running in the halls so that we are free from falling or getting run into and hurt. We have a rule about not throwing snowballs so that no one gets hit in the eye and we will all be free to keep seeing. Each of these followed an incident in the school which the children related to.

The payoff

The payoff came. One young man, in a fit of anger and daring, hit the fire bell. The school vacated, fire trucks came, and our school was temporarily in an uproar. I sensed that a certain boy was responsible. Next morning, our principal spoke to the school: "Please, whoever did it, come and talk it over . . . ." He went on to stress cost, time wasted, and crime commited.

Showing support and love

Afterward, I "shot my heavy artillery." Remember the consequences. What makes freedom? "If any of you know, come to me privately." Within an hour the young man came forward. He accepted the consequences. We went together to the principal. The growth he has since achieved is exciting. He told the principal what had happened. I felt; they talked. He came back a happy child.

ANALYSIS: Freedom and responsibility are both hard words to grasp. By giving them an experience involving chaos (although it went further than I had planned) resulting from abused freedom, I gave students a chance to deal somewhat with the concept. From there they could learn terms (in the song and from our discussion). Then they applied the ideas to what happened. We had a very real, unexpected practice session when the fire bell was set off. In both the instance of the student's outburst and the other student's fire bell escapade, I feel all the students benefited.

CURRICULUM: P.E. ACTIVITY OR FIELD TRIP
SCHOOL: TIMPANOGOS
LIFE SKILL: USE OF FREEDOM AND RESPONSIBILITY

GRADE LEVEL: THIRD GRADE
INSTRUCTOR: LYNN D. LARSON

PURPOSE: To help two boys use freedom more responsibly.

SITUATION: My class was walking from the Provo High School swimming pool back to our school--a distance of about 6-7 blocks. David and Mark kept dawdling along behind in spite of my efforts and their classmates' obvious unhappiness at waiting for them. We had to be back to the school for lunch which meant that we needed to hurry, but not run by any means. These two boys just kept getting farther and farther behind until at one time they were almost a block behind. Upon arriving back at the school, and while waiting for our lunch call, I had the class begin working on their spelling assignment. Then I took the two who caused the problem to the back of the room. I asked them if they knew what I wanted to talk to them about. Yes, they hadn't been keeping up with the rest of the group. Then I asked them if they had a reason for holding up the class. Yes, they were tired. I then gave them a 60-second lecture on how most people wrongly interpret being a little warm as being tired and how their bodies could do much more than they thought.

(Teacher using) Problem solving

Identification of problem

Results of actions

Next, I asked why they thought their actions had been a problem to me. Here we started listing: (1) Class had to wait; and (2) The class might be late for lunch. Here I had to do some coaching to get other alternative "could happens."

Predicting alternative outcomes

Lesson in ownership of responsibility and results of irresponsibility

I asked, "Who do you think would get into trouble if anything happened to you?" They answered, "Us." Then Mark finally said, questioningly, "You?" They agreed. "Well, what could possibly happen to you back there?" They finally listed: (1) Get hit by a car; and (2) Get into trouble by doing something they shouldn't. Then I asked, "What could happen to me if either of those happened to them?" They predicted: (1) Principal mad at me; (2) Lose my job; and (3) Get sued by parents for a lot of money.

At this point, one of the boys said, "Gee, I hadn't thought of all that." We then discussed, in a similar problem-solving way, some things they thought I could do to help them keep up next time. Our lunch call came, and we decided that just knowing the alternatives was enough reason for them to keep up next time.

Coaching (allowing individual to use freedom to be responsible for actions

The next time we went swimming, one boy decided not to go with us so I allowed him to stay at school. We arranged for him to do some school work in the counselor's room. The other boy was near the back of the group, but he kept up. The boy that stayed didn't verbalize it, but I think he decided he couldn't keep up so he decided not to go. I considered this to be a responsible decision, and I allowed it to stand.

ANALYSIS: Coaching in this experience was mostly at the verbal level. Further on-the-spot experiences would be needed in order to achieve habitual behavior. If the boys are really physically unable to keep up, I may need to find solutions that will not deprive them of the field-trip experiences.

CURRICULUM: SOCIAL RELATIONSHIPS
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: GIVING AND RECEIVING LOVE

GRADE LEVEL: KINDERGARTEN
INSTRUCTOR: MARY LYNN LEWIS

****

PURPOSE: To teach the children the importance of showing love and helping others feel their self-worth. From this, children should gain an appreciation for their role in helping others feel good about themselves.

SITUATION: There is a little girl in my class whose mother is bed-ridden. She has three younger sisters. This little girl comes to school wrinkled, uncombed, late, often not happy, and with her hair hanging in her face. She has a tendency to hide behind it. The children were beginning to comment on her clothes and appearance. She is a creative and clever child, and the children who take time to associate with her enjoy her company. She seems to have an up-and-down self-concept that I thought could use some lifting by her peers through love.

I started the understanding segment of this by telling stories to set the mood for feeling and understanding the concept of showing love.

1st story: A child showing love to a parent
2nd story: A parent showing love to a child
3rd story: Grandparents need love
4th story: Love for brothers, sisters, and other family members
5th story: Love for pets
6th story: Love for friends and teachers

These stories took several days to hear and discuss. Then we talked about how it makes us feel when we get love. How does it make us feel when we give love?

Soon the children learned that there are more kinds of love than the kind you giggle about.

One day when this little girl that I referred to previously was late, I had a chance to talk to the children about her. I told them about her mom and had them empathize a little. We talked a little about what might make her the way she was and asked if it was nice for us to make comments about the way she looked. Many of the children brought out the very positive points this little girl had. We listed some specific ways we could help her as her friends--ways we could show love to our friend. These were specific ways that the children thought they could show love:

1. Only say nice, sincere things to her.
2. Praise her for good things done.
3. Invite her to join in their play.
4. Go to her for help.
5. Smile and say, "Hi."

We talked about the fact that these would be nice things to do for anyone in the class and asked if they would like to be treated in this way, too.

ANALYSIS: When she got to school, there was an immediate response to her presence in the room; and from then on the children had her smiling and coming out more each day. Some days things are forgotten, and all it takes is one child responding to her in a good way or me verbally responding to the loving child; and the rest of the class is reminded about it again. The love is rubbing off on everyone, and the children are very much aware of it.

CURRICULUM: LANGUAGE ARTS, SOCIAL STUDIES
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: GIVING AND RECEIVING LOVE, COMMUNICATION

GRADE LEVEL: K, 1, 2
INSTRUCTOR: HELEN J. CLARK

* * *

PURPOSE: To assist students to understand and practice skills in giving and receiving love.

SITUATION: The initial experience was designed to teach children in my classroom skills that would assist them in being more responsive to the needs of others and to be more skillful in communicating their feelings. The initial experience was designed to capitalize on the belief that most children of this age relate readily to animals and animal pictures. I, therefore, engaged the class in a discussion of giving and receiving love and communicating feelings.

Learning processes toward solution of problem or situation

We first exhibited pictures of:

A dog and a cat licking each other
A forlorn-looking puppy
A hippopotamus, mouth wide open, chasing an elephant
A little monkey clinging tightly to a tree limb
Two puppies looking at each other
A mother Siberian Husky with her four puppies cuddled about her
A little girl with a puppy in her arms

As the children looked at each picture, I asked, "If these animals could talk, what do you suppose they would say they are feeling?" The children's spontaneous responses to each picture were as follows:

Dog and cat: "They love each other." "They are good friends." "They are happy." "Dogs and cats don't usually like each other; these two must have learned."

The forlorn puppy: "Ah - h - h! Nobody loves him." "Maybe he didn't have any food." "He looks sad." "Maybe he's lost."

The hippo and the elephant: "The hippo is going to hurt the elephant." "The elephant is afraid--he's running." "Maybe they are just playing."

The little monkey in the tree: "He can't find his mother." "He looks so scared and hungry." "He wants to be by himself."

The two puppies: "They love each other." "They want to get married."

The mother husky: "She is so happy with her family." "She's protecting them." "She's glad she's a mother."

The girl with the puppy in her arms: "Love." "She really loves her puppy." "They like each other."

Building a verbal concept

It was obvious from these responses that children of this age are capable of reading facial expressions and translating them into verbalizations of concepts of giving and receiving love. The picture of the girl with her puppy in her arms was used last--purposely--as a transition strategy to the next phase of the experience; namely, from animals' feelings to children's.

Teacher: "How can we show our love to another person?"

Children: "Smile." "Listen to them." "Say nice words to them." "Let them go first." "Invite them to a party." "Ask them to play with you." "Help them when they are hurt." "Give compliments." Three separate incidents subsequent to the planned experience gave evidence that the children had been affected by the experience and were seeking to resolve some problems within the class by giving and receiving of love.

Child communicates feelings

The first incident followed almost immediately. One of the girls in the class said, "I really felt left out this year when J__ and R__ didn't let me play with them." The two girls--J & R--made no response, but they looked startled if not ill-at-ease. (There is no outward evidence between these three girls.) A tense moment passed!

Coaching

Teacher: "Girls, wouldn't it be fun if you tried something different today? K, if you and J would work and play together today, and if R and M do the same, it might be fun." The girls seemed happy as they went to the playground. The next day they were willing to trade partners again, another way. On the third day K said, "Is it my turn to play with J now?"

Teacher: "I thought it was M's turn to play with you today."

K: "Yes, I know; but I only got to play with J about five minutes." (actually 20 minutes)

Teacher: "Why don't you and J talk it over and decide what you want to do about it." After this incident, I felt that more coaching and teaching were needed to focus on receiving love. On another day, we reviewed how you show love; then I asked, "What would you do if you showed love to someone and he or she didn't want it? For example, Mary was at home playing with Susan. Jane came to play with Mary. Mary said, 'I don't want to play with you today. I'm playing with Susan.' What do you think Mary should have said?"

Children's Responses: "Hi, Jane, come on in. The more people, the more fun." "Susan and I were just playing this game; come and join us."

All responses were positive, empathetic, and spontaneous toward the inclusion of Jane. The overwhelming response of the group at this point was indicative of their perception of, and perhaps some internalization of, the skill of receiving as well as giving love.

The next spontaneous incident demonstrating skills in empathy and love occurred in the school lunch room the next day. When R spilled her milk all over herself and on the floor, one of the other children came to report it to me. Three classmates obtained a mop from the kitchen and took care of the cleanup. They helped R save face which demonstrated empathy, understanding, and love. As reinforcement, later in the classroom I remarked that I saw real love and concern being shown to a class member who had had an unfortunate accident.

Assessment and evaluation

Demonstration that the life skill of giving and receiving love can be taught and encouraged in a positive way occurred in my classroom spontaneously during a reading exercise for my kindergarten children. As the kindergarten students were "trying out their wings" in reading, I noticed some of my first graders quietly come and stand behind the chairs of the kindergarten students on a one-to-one basis with big smiles on their faces at the successes of the "smaller ones." Without any request or indication from the teacher, a first grader filed off with a kindergarten student to give private tutoring on difficult words.

ANALYSIS: Although these skills in giving and receiving love were not learned solely in the planned exercise outlined at the beginning of this report, I felt that what happened in the later spontaneous incidents were at least "triggered" by the focus given to the teaching of the skills of communication and giving and receiving love.

CURRICULUM: HUMAN ENGINEERING
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: EXPRESSING AND RECEIVING LOVE
GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

* * *

PURPOSE: To help students know it is appropriate and even desirable to touch or be touched. To help them understand not all touching is sexual in nature. To accept from the teacher a touch, a hug, or a pat as I felt their needs, without their becoming embarrassed. (Society has linked touch and sex together so closely that I felt the need to teach acceptable non-sexual ways of touching. I know I am treading on shaky ground, so I move cautiously. I work with young children--that helps. I am very careful not to trespass on anyone who is exceptionally "gun-shy" to touch; but even there I try to get through to a point where he or she feels all right about a pat, a hand on the shoulder, or my presence very close.)

The situation

SITUATION: After lunch recess, to calm the children and to set the "school feeling," I read to the class--either part of a book or a short story, or we talk. This is an established, warm part of our day. The students seem very relaxed during this period, so it was at this point I introduced the verbal understanding and, for me, the first experience with touch.

Background to create receptive environment

Coaching to gain understanding

To set the stage for this, just before lunch that day I had set their minds on being hungry by asking questions: How do you feel? What does your stomach feel like? What foods can you think of? How long until we eat? They were, to put it mildly, imagining they were starved by the time we went to lunch. After noon recess, the class came in and settled in our "talking corner." I introduced the words, "skin hunger." I then summarized briefly, lecture style, about what they had said hunger meant--reminding them how they had felt. Then, "What do you think this means?" We talked. They knew skin; they knew hunger. They tried to identify them together. With guidance, they decided it meant the skin needed something. "What could the skin need?" What do we do to our skin?" Apply lotion, wash it, scrub it, bruise it. It took time to com up with touch it.

Writing ideas to ensure understanding

Coaching by example

I used the ideas from a book entitled Caring, Feeling, Touching to show them the severe and real effects of not touching. Then we identified (listed on a chart) how and when we touched (Mom hugs, shake hands, fighting, etc.). We also talked about kissing and hugging between girls and boys. This elicited some silliness; but by keeping it low-key and by my seriousness, it didn't last. This is not to say I scolded or anything. I just kept talking, asking, reassuring, and praising those who shared.

Practice

I hesitated on the next step. It could backfire and blow up in my face, so it had to be my decision. I went ahead. I divided the class in pairs (they chose the person they would be most comfortable with) after giving them an opportunity to choose not to participate. I explained I wanted only those willing to do something new and to try an experiment. I then set up a "touching experiment." I am very comfortable around children with touching and being touched; that is a prerequisite to the experiment.

The experiment was simple. Children were receiver or giver--first, one gave; and then the same child received from the other. Receiver and giver sat in a comfortable position; the giver then reached over and held the receiver's wrist. During the following one- to two-minute period (an eternity), I gave a constant, low-key flow of what to do and how to do it--ways of touching the arm of the receiver: rub with knuckles, gently; tap with fingers, like raindrops falling; stroke, like a kitten's fur; knead gently with heel of hand like bread dough, etc. At the end of the time, they sat for 60 seconds--the giver resting and the receiver experiencing the difference in the two arms. Then we reversed roles and repeated the time sequence. (Yes, I was receiver this time, although I still gave the directions.)

This time, at the end of the 60-minute quiet period, we discussed how the arms felt--the same or different. Try it. You will be amazed that one arm feels cold--the other warm, vibrant, alive somehow. The kids were. They were fascinated.

I have not tried any other ideas with the class yet, but they are all more aware of when I touch them. Most of them like it. I have not received parental backlash. I was afraid of that. Now it's a case of my continuing to reach out in love. I tell them individually--constantly--"You are great," and "I care."

ANALYSIS: Giving and receiving affection must be generated by reaction. It can't be an academic subject; but by giving the students the term, "skin hunger," it gave them a better understanding of the need for touching. By dealing with it academically, they may be more able to cope with it socially. By giving them directed practice under my coaching--then following this with continued experience (as I reach out to touch or hold)--they will continue to learn and master touch, non-sexually, and possibly even accept it. My best coaching must be as I set the example for them to follow and as I accept them and reassure them in these experiences.

CURRICULUM: MUSIC & P.E.
SCHOOL: TIMPANOGOS ELEMENTARY
LIFE SKILL: RECEIVING AND EXPRESSING LOVE (CONCERN)
SOME FREEDOM AND RESPONSIBILITY

GRADE LEVEL: THIRD GRADE
INSTRUCTOR: LYNN D. LARSON

* * *

PURPOSE: To establish, through student experience, two basic concepts--(a) Love is positive concern for a person; and (b) Sometimes the best expression of love is least appreciated.

SITUATION: First, on the morning following the Mothers' Day program, I mentioned to the class that we had a problem during the program the night before. Actions of three of their classmates had shown little or no concern for the feelings and reputation of the rest of the class. I told the class, then, that I loved them like they were my own children. We talked back and forth as a class about what they thought that meant. I brought out in my discussion that because of that concern, one often has to do things which may make the other person unhappy at the time but which are still in his or her best interest.

We lose freedom when we do not use it responsibly

We discussed how a person wouldn't let a baby have something dangerous or touch a hot stove no matter how much the baby cried and resisted that person's efforts of restraint. I then drew the parallel with my concern for the three boys. I explained that because of my concern, I needed to do something to help them remember they have a responsibility to represent the group and to realize they were responsible for their own actions. After considering my options, I had decided not to let them go swimming with the rest of the class that morning. I felt this was appropriate because I had told the class we would go, if we did well on the program. I had not mentioned the names of the boys yet. Some wanted to know who they were (most already knew). I told the class I would talk privately with each boy because my purpose wasn't to embarrass them. This I did, and they stayed behind and worked while we swam.

Showing additional concern for the boys

It was much easier to get the boys to admit to their actions when they realized I wasn't angry with them but, rather, genuinely concerned about them.

ANALYSIS: In this experience, I first established the verbal concept of concern when I told the class I loved them like my own kids and in the following discussion--when we defined what that meant--by showing concern and wanting to do what was best for them. Then I established that expressions of concern were not always appreciated. Next, I applied the concepts to the three offenders. Their practice in this situation was limited to receiving the concern which was expressed in the form of a penalty or constraint because I cared. The three boys experienced a loss of freedom because they abused it rather than using it responsibly.

CURRICULUM: SCIENCE, ART, MATHEMATICS
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: LEADERSHIP AND FOLLOWERSHIP

GRADE LEVEL: K, 1, 2
INSTRUCTOR: HELEN J. CLARK

PURPOSE: To focus on direct leadership so that all of my children could understand and apply the principles of leadership and followership and to use modeling as an indirect approach to leadership.

Learning process toward solution of problem

SITUATION: I divided my class into four groups, each containing some children of each age group. For the initial experience, I chose second-grade children to be group leaders. At four stations in the room I had planned activities in:

1. Art: This activity consisted of painting on construction paper with chalk dipped in buttermilk.
2. Math: Activities at this station consisted in work in the timetables, numbers and writing according to individual progress in math.
3. Science: Introduction to activities at a water-play table.
4. Science: Making a potato porcupine--an experience in planting grass seeds to make the top of the potato look like a porcupine.

Verbal understanding

Before assigning the groups to their stations, I engaged them in a discussion of what makes a good leader. They demonstrated that they knew what they wanted in a leader with answers like:

"Isn't bossy"
"Is helpful"
"Has good ideas but listens to your ideas"
"Helps to see that you are doing your project right"
"Understands what to do"
"Tells you you're doing good"
"Helps with clean-up"
"Keeps the group rules"

Teacher: "I can see that you really know a lot about the 'leader's' responsibility. Good thinking."

Coaching in giving verbal concept

Teacher: "How do you think the members of the group can help the leader do a good job of leading?"

Children's responses:

"Cooperate"
"Keep the group rules"
"Listen to the directions"
"Work hard"
"Don't waste time"
"Tell the leader he's doing 'good.'

"Help if something goes wrong"
"Help clean up"

Teacher: "Good thinking."

In order to get the children to focus on their leader and each other as a group, I wrote three rules on the board:

1. Every member of a group is responsible for himself or herself.
2. Every member is responsible for everyone else.
3. Ask the teacher for help only when everyone in the group has the same question and no answer.

I then explained that each group would rotate to the next station the following day so that all of the children in the room would get to do all of the activities. Also, there would be a new leader in each group each day chosen by taking a card (all alike except one) from a pile face down on a table. This device takes care of children's "clamor" to be the leader. Those who have already been a leader in the group do not take a card. After going to the stations, the children read directions for work at the particular station from a printed chart. The leader reads the directions to younger children.

Add coaching at stations

I suggested to the leader at the art station that one of her group members seemed to have a problem getting started. "He didn't know what to draw!" The leader then showed him how to just make marks with his different colors. He finally used his different colors and strokes to make a car and its background. I saw his facial expression change as he followed the lead of his leader and began to be creative and enjoy the experience.

Three children left their groups to watch other groups. I asked them if they remembered what a group member does. A group leader came to encourage her group member to return to her own group. Some children left their groups to ask questions of me. I focused back on the group leader with the comment: "Your group leader will be very helpful."

ANALYSIS: At the close of the first session, we talked about how we had done as leaders and followers. By the fourth rotation of the groups, I saw evidence of real cooperation and real leadership and group cohesion. Not only had they learned cooperatively to set up their equipment and assemble their materials, but each member of the group took pride in the accomplishments of all other members as well as the achievements of the group.

An unsolicited evaluation of this experience in leadership and followership was given by a parent who said that the principles of leadership and followership were being internalized and practiced now without coaching.

CURRICULUM: PHYSICAL EDUCATION (STORY TIME, REST GAMES)
GRADE LEVEL: THIRD GRADE
SCHOOL: TIMPANOGOS
LIFE SKILL: LEADERSHIP-FOLLOWERSHIP

****

PURPOSE: To teach about leadership-followership maturity skills.

SITUATION: Quite often I allow the children, by a majority vote, to decide which of two or three things they would like to do next. For example, what book they would like to have read to them next, what class game during physical education, or rest period. The voting usually ends up with a resounding majority on the winning side. Then when we get to playing the game or reading the book, many are very vocal about not liking it or they don't want to participate with the rest of the class.

I use the thinking, problem-solving, decision-making skills a lot in my class to teach as well as to solve problems. That was the approach I took to this in open-class discussion. I took the opportunity to do this just as we started a new book selected by the class followed by the usual complaints. I put the book down and said, "Class, we have been having a problem of late. Does anyone know what it is?" Silence. To get them thinking and coach them a bit, I put the word, "majority," on the board and asked what it meant. Finally, Steven raised his hand and said, "Isn't that where most of the people decide what to do by voting, and then everyone has to do it?" Then I said, "What does that have to do with us right now?" Someone popped up, "We voted and decided we'd read the 'Motorcycle Mouse' next, and now some are complaining that they don't want it." "Right," I said, "but that's only a part of a much bigger problem that we've been having lately." Then I went on to point out where else it had popped up with the class choosing short rest games like 7-up and then not having enough people playing to make it go, or the same with P.E. and the class games they had picked by voting. I also pointed out that it was many of the same students who were not playing who had voted for it. I then compared the situation with the real world and asked if a person can say they're not going to pay taxes because they didn't vote for it or the legislator who helped make it. "No." "Well, what about stop signs? Can we decide whether or not we are going to stop just because we didn't vote directly for the stop sign?" "No," they said. "Okay, then, what ought to happen next time the class votes and decides to do something?" "Everyone plays." At this point we began reading "The Motorcycle Mouse," and there were no further comments about not wanting the book. Also, later at P.E. time, I allowed them to vote on what things they'd like to do. Then everyone participated. I only had to remind one or two about their responsibility to the group and to make the game work because they were trying to sit it out.

Ownership of problem

Identifying the problem

Establishing the verbal concept of the majority

Establishing the need for loyalty to group decisions

Coaching

ANALYSIS: First, we established the idea that the problem belonged to the class, not just the teacher. We then established the concept of majority rule. Next, we established the relationship between this concept and our problem by having one of the students verbalize the lack of support for majority decisions. Then we related it to easily seen adult situations. Next, we emphasized the need for loyalty to majority decisions by showing what happened to our class games when loyalty was lacking.

I provided coaching and practice by allowing them to make another majority decision and then stressing that we needed everyone to play.

CURRICULUM: SOCIAL RELATIONSHIPS
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: LEADERSHIP AND FOLLOWERSHIP

GRADE LEVEL: K, 1, 2
INSTRUCTOR: MARY LYNN LEWIS

****

PURPOSE: To teach a leader the importance of using his leadership talent in a positive way. To exercise my leadership influence in a positive way and to help the children in the class to follow productively.

SITUATION: At a parent conference I had the opportunity to get parental feedback as to why a little boy in my class had suddenly changed from his smiling, happy self to a nervous, sad, preoccupied child. Apparently the little boy, Stevie, was being mistreated by another little boy in the class. Dean, who also lived in the neighborhood, was the other little boy who needed some guidance as to the use of his influence on the attitudes of the other children in the class.

Because Stevie was younger and because the other little boy, Dean, was leader of the boys in my class (usually leading in a positive way), I was unaware of this situation.

I could see after having parental input that they had no control over the situation and that it would be my responsibility to take care of the problem at school, hoping there would be neighborhood carryover.

I had to get to the part of the problem that I had control over, and that was Dean. I took him aside one morning before school started; and rather than pointing fingers and saying, "Hey, why are you using your influence to hurt Stevie, you mean kid," I tried to help him see what was happening.

I said, "Dean, have you noticed how unhappy and upset Stevie is lately? I'm really concerned about him."

Dean said, "No, I didn't know."

I said, "Well, I've noticed he's very quiet and doesn't talk much; and he thinks no one likes him. I've also noticed that some of the other boys are even being mean to him. What do you think? Dean had been sitting there feeling a bit guilty at first; and then seeing there was a way to redeem himself, he jumped at the opportunity.

I said, "You're such a leader in our class, Dean, that somehow I think if you could use your influence in a good way and be nice to Stevie, the other kids would pick up on it and treat him better, too. Do you think you could help?" Dean said he would like to help. We talked about some specific things we could do together and then some things he could do at home and at school. Then I said, "Thanks, Dean, I'll be checking with you to see how it is going at home and here." I watched Dean closely and checked with him each day to make sure he was working on it.

ANALYSIS: I was thrilled with the change in Stevie and upset, too, to see that one little boy's leadership and his devoted followers could have such an influence on the happiness of one little boy. The minute Dean changed his behavior, the rest of the kids followed suit. Through coaching Dean along, I was able to influence the other children and their followership by pointing out leading and following skills casually during the day.

I took the opportunity to talk to the whole class about this problem and the influence one person can have. We talked about the importance of only following leaders who were choosing the right way to go and about the importance of good, strong followers.

CURRICULUM: SOCIAL STUDIES
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: PERSONAL AND FAMILY ECONOMICS

GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

* * *

PURPOSE: To help students experience the difference between needs and wants. (Society--each member in it--needs to make distinctions between needs and wants. Today's financial difficulties stem, in part, from too many people thinking they need two cars, a $200,000 home, a fur coat, steak every night, or every expensive toy that comes on the market so Johnny won't be left out.)

SITUATION: Two-track approach--Christmas is coming, and a unit in our social studies book (Understanding Families, Laidlaw series) is focusing on wants and needs. I tape record (video might even be better) a series of ads. When social studies time rolls around, I play it for the students and ask, "What ad? Whose company? What product?" They identify all the advertisers by the music even before I play the part with the name. We get into a lively discussion on what they want for Christmas. With the classic melodrama of a second grader, one of my extroverts says, "I just have to have a ________ or I'll die!" I was waiting for it. If you set up a similar situation, whether the discussion is sports equipment or trips to wherever, someone will say it. I pulled out my "Christmas Racket" poster (Santa with a tennis racket) and said something like, "Do we have to have these things or we will die?" (I put up the two words, "wants" and "needs.") We then got into a discussion to compare them. What do they mean? What in our life are needs? What are wants? They got papers to list their needs and wants over the next two days. The one with the most accurate list would help lead the discussion. Two days later one girl came in with 40 needs and about 170 wants. Others had lists of about 20, so we opened her list up for discussion. She led the group, called on people for comments, and defended her choices. My role was three-fold as coach--keep the pace from lagging, make sure the followers and leader keep on track, and help them solve problems by asking probing questions. By letting the class talk it over, they came to realize that milk, hamburgers, oranges, etc., were all really in one "need" category of food--just as coat, dress, and shoes could all fit under "clothes."

Verbalizing to teach understanding of a skill

Practice with coaching

Practice in leadership skill

Developing the communication skills

A second idea arose. We need food; but we can want steak, ice cream, spaghetti, or live on just deer meat if that is all that is available. I helped the students formalize these ideas and write them out.

Practice, developing deeper understanding in analysis

Then we saw the movie, Souper Goop, which shows how an ad is formulated to appeal to children's wants. We discussed it with another student as leader. His guidelines were to help the class find answers to these questions:

Coaching by establishing guidelines

1. What wants did Souper Goop ads appeal to?
2. What untruths did the ads use?
3. How can we tell if any product is a need or a want?

Practice in leadership

This discussion was well handled by the student. The only coaching I did was to occasionally pose questions to students who made comments to clarify what they were saying and to keep the students on task. The students demonstrated their understanding of the skill with my guidance by summarizing the basic needs and by separating as a class--then again in small groups of three or four, listing objects into needs and wants with a reason for why they put each object into the category they did.

ANALYSIS: Hopefully, by learning this skill, the students will in the future weigh some choices on this basis, thus eliminating or postponing unaffordable wants in deference to needs. Students had an opportunity to verbalize the difference between a need and a want. Next time I would give them more of a chance to work through why they should (financially, mostly) know the difference. Then through several experiences--the listing, the show, the group separation of needs and wants--they practiced these with coaching so they did not get [illegible]ceptions. They also practiced leadership-followership skills in the two group discussions, and they used communication skills. In the final small group, they worked with interpersonal skills to compromise on objects they originally disagreed about. The experience was mostly verbal. We should develop situations in which students begin to distinguish between their own real wants and needs.

CURRICULUM: SOCIAL STUDIES
SCHOOL: ROCK CANYON ELEMENTARY
LIFE SKILL: UNDERSTANDING DIFFERENT AGES OF PEOPLE

GRADE LEVEL: K, 1, 2
INSTRUCTOR: MARY LYNN LEWIS

* * *

PURPOSE: To help children become aware of the differences and similarities found in people during the different ages and stages of their lives. To help them accept and help others at their own level.

SITUATION: We have a social studies committee in which we approach the fact that people have periods of growth and change. In my specific situation I have mixed grades K-2, and it is one of my main objectives at the first of the year to help children realize that with different age levels come different levels of abilities and understandings. This is also a unit of study that could be used in any regular classroom, but I find it especially important in my situation. Through our study, we try to alleviate the feelings of inferiority that sometimes come with being younger and also the feeling of superiority that comes with being older and in a higher grade. Through this, we try to create a feeling of cohesiveness within a group of children--a feeling of acceptance for others, older or younger.

We begin by talking about family members and the abilities that come with age. Babies are very dependent. As we get older, we are more able to work and function without our moms and dads helping us continually. Then as we grow older, we are able to leave parents and go to school for half a day when we are in kindergarten; then we are able to be away from home a full day. We talk about why teacher can write or draw or make decisions a bit better than they can--because I've been living and experiencing longer than they have. We go through the growth cycle and come to old age and the wisdom our grandparents have because they have so much experience.

The children accept these ideas readily because they realize and understand they are true. There were many times in the day when we could "talk through the situation." Example: "Teacher, John (an older child) said that I scribble." Then we talked about the fact that the child isn't scribbling; he is doing the best that he can for his level, and John was once on that learning level, too. We shouldn't criticize someone who is doing his or her best.

ANALYSIS: Verbal concepts are presented first. As situations occur which provide examples or opportunities to experience, they are capitalized upon.

CURRICULUM: LANGUAGE ARTS
SCHOOL: SUNSET VIEW ELEMENTARY
LIFE SKILL: COMMUNICATION

GRADE LEVEL: SECOND GRADE
INSTRUCTOR: PAT ROWE

* * *

Developing vocabulary to communicate

PURPOSE: To help students communicate through practice with both words and body gestures to enhance expression of moods/ feelings.

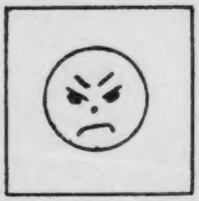
Overlapping skills--communication & giving & receiving love
Verbal and nonverbal

SITUATION: This fell naturally into my language arts curriculum, as each week we study a set of "special vocabulary" (one week geography terms, another money or time terminology, or maybe cooking terms). Also, our language arts book has a section on pantomime with a delightful buildup of several situations involving children's feelings (although I have also identified several children's books in our library with which I can do the same and which I plan on using for further practice).

Situation

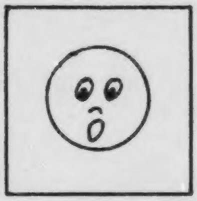
Teaching the skill words (understanding)

The triggering situation which led to this experience was when a girl came in and said Bob had kicked her and she was "mad." But having seen the incident out the window, I suspected she had intentionally or unintentionally provoked the situation; and her body language (tight smile, twinkling eyes) said to me she was more excited or perhaps mischief-making than angry. It struck me that she may have used that word as she didn't have another one to deal with her feelings. So the next Monday the vocabulary list included ten slightly less-common words: appreciate, contented, anxious, defiant, smug, amused, amazed, pity, trust, uptight. These were, during vocabulary time, tied into a cartoon under which we made a list of words they felt went along with the word listed:



mad, angry, scared, bad, unhappy, etc.

DEFIANT



surprised, happy, wonder, big-eyed, startled, wow!, etc.

AMAZED

Practice

Coaching

Throughout the week the children used the words during vocabulary times--a word find, a sentence-building game, a game of charades with our feeling words. During P.E. we played a variation on "frozen tag"--everyone run until I call a feeling and freeze into that position. I'd praise children for different aspects: "I can really tell Suzy's mad; see her clenched hands. And Bob, too, because he's clenched his teeth. Sally is making herself look surprised by opening her eyes wide. And look at Tim--the way he is holding his hands shows amazement (surprise), also." By occasionally hearing both words together, the students readily grasp their message. We also played statue--same idea with minor differences in rules so children weren't bored. The payoff came as I heard students, in the classroom and on the playground, identify others' behavior, identify body language, and use "feeling" words. Just as importantly, it's given me a basis for talking about those feelings in class. As a discussion gets too heated, for example, I can have children look around and describe what feelings they see to slow things down or cool them off. In private interviews, the child and I also have a talking point when dealing with feelings and relationships with other students. An in-class phrase right now is, "What's your body showing?" They are not being silly but are using this as a means to identify feelings.

ANALYSIS: Communication ties into all the life skills. By the nature of this experience, I dealt directly with expressing feelings and love and with interpersonal relationships. The children learned terms in an academic sense, but through the week they reapplied them (hopefully) through repeated contact with their real life and feelings. By seeing other children express feelings nonverbally, each child gained new understandings, hopefully, of more appropriate ways to show feelings. Then they had an opportunity to practice in other games for reinforcement. As they played, I reinforced accurate and interesting ways of showing feelings and correct use of words in their work. Hopefully, these skills have become mastered to an extent.

CURRICULUM: SOCIAL STUDIES
SCHOOL: TIMPANOGOS
LIFE SKILL: COMMUNICATIONS

GRADE LEVEL: THIRD GRADE
INSTRUCTOR: LYNN D. LARSON

****

PURPOSE: To teach the children about some of the skill clusters used in communication.

Establishing the verbal concept

SITUATION: In starting on these particular life-skill clusters, I felt very unsure of myself because it seemed like I didn't really know how to go about it or feel very sure about it. I decided to try teaching about it head-on. I put the word, "Communication," on the chalkboard and asked, "What word is this?" Preston raised his hand and said, "Communication." Then I asked for someone in the class to tell us what it meant. That was harder. After "fishing" for awhile, someone finally suggested that it might have something to do with sending messages like by telephone or radio.

Teaching

Finding some subskills in communication

Gestures, facial expressions

I said, "Yes, it does. Communication actually means sending or receiving ideas from one person to another. But it's more complicated than what we might think at first, especially as we try to communicate accurately." I then asked the class to name some ways we could send ideas to another person. Of course, talking came up immediately. Then they couldn't think of any others. Then I said that during our last spelling test I communicated with one of the students without saying anything; and someone else accused me of being unfair. "What did I do?" Preston told the class that I had looked at Brian's paper, after he had just written a word, and got a funny look on my face that told Brian it was wrong. After that, lots of ideas began flowing in, including different gestures, facial expressions, raising hands, shaking fists, our restroom-need signal, scowling, raising eyebrows, etc.

Listening

The subskills need to be covered individually at another time in more detail

Next I told them there was a very important part of communication that we were leaving out--listening. How can a message be sent from one person to another if the other person's not listening--like several students in our class who are now coloring? (They put their crayons away.) I then explained that research shows that most people don't really know how to listen and don't get the message.

False message

I also explained that one of the real problems in communications is that many times the person on the receiving end gets a different message than the one we're sending. This happens because we send messages with more than one meaning, and often the real meaning is hidden. I asked if anyone could think of a message like this. One student said, "Like, 'I'm going to kill you'?" Then I asked, "What message is really being sent when someone says that?" Another student said he thought it meant, "I'm mad at you."

Feedback interaction

We discussed how much better it would have been if the person had said something like, "I'm unhappy with you because you stepped on my toe, and it hurt." I pointed out how the first message tends to make the other person angry, too, whereas the second message would probably bring an apology and both would go away feeling better.

We also discussed how "feedback" and "interaction" help the sender know if the receiver got the message he meant to send. We used examples of interacting which had happened in our own class to do this. The following day, some of the children in the class were helping me carry books to the storage room. One girl, who took too many books and was about to drop them, called another student an emotionally packed name when the second one pushed his way into the line where the books were being stacked. Coaching I reminded her of our class discussion on sending false messages and asked if it would be better just to say, "Please, can I be next; I'm about to drop these books," or, "I'm angry with you for crowding when I'm about to drop my load." She turned to the other student and said, simply, "Better." Well, so much for that one! We did have a class discussion about this incident afterward, but I'm leaving it out in the interest of brevity.

ANALYSIS: I feel that my students had a fairly good introductory lesson in communication and in some of the skills involved in the important skill cluster area. The experiences and discussions were relevant to the students because they came right out of the students' own experiences with their teacher and peers. They were lead to identify meanings sent through gestures and facial expressions; to look for real messages hidden in false messages (verbal and non-verbal); and how listening, feedback, and interaction can help make communications more effective. There was some simple coaching done to try to help one student send a more accurate message, although her restated message left a lot to be desired. Continued follow-up will be needed as other "false message" communication occurs.

INTERMEDIATE GRADES

CURRICULUM:
SCHOOL: WASATCH ELEMENTARY
LIFE SKILL: THINKING, PROBLEM SOLVING AND DECISION MAKING, FREEDOM AND RESPONSIBILITY, LEADERSHIP AND FOLLOWERSHIP, COMMUNICATION

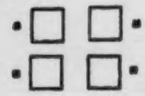
GRADE LEVEL: FIFTH GRADE
INSTRUCTOR: LOLA JENKINS

****

PURPOSE: To practice the skills listed.

Students involved in classroom physical arrangement

SITUATION: The student teacher had been given permission by the teacher to move the desks in straight rows. The reason was that she had discipline problems with the present arrangement. About a month after the student teacher had left, the students requested that the desks be returned to the original setting (groups of four desks together, making a table situation).



"Why?"

"We like it better. We are closer to our friends."

"You need to think through the situation better and come up with more substantial reasons that will justify the move. What do we mean by substantial reasons? Look the word, substantial, up. How many meanings does it have? Which one meaning makes more sense in the sentence?" "Number five." "Clayne, read it to us." "Considerable in importance, value, degree, amount, or extent." "That means we'll need more important reasons than just wanting to make the move. There need to be some valuable reasons." The following advantages were listed:

1. There will be more room in the room for our learning centers and for our small-group instruction.
2. All students will be closer to the front of the room.
3. Easier to do team work in our spelling.
4. Easier to do our pal-reading.
5. Easier for our math leader to help us with our math.
6. Closer to friends.
7. Easier to do committee work.
8. Gives more freedom.
9. Easier to share art supplies.
10. Can see both back and front bulletin boards and blackboards.
11. Janitor said it was easier to clean the room.

The following disadvantages of the new arrangement:

1. Encourages more talking.
2. Easier to copy.
3. Students aren't facing directly toward front.
4. Requires more mature students.

It was concluded that the advantages out-weighed the disadvantages. However, it was decided that it was very important to find solutions to overcome the disadvantages of the new arrangement. We started with problem number three. The students could always turn their chairs side-ways--either front or back--when they need to face either direction for a presentation. There wasn't any problem seeing the blackboards. Problem number two could be overcome by students covering their paper if someone was tempted. The real challenge was problem number one--the buzzing, the chattering. Whose problem was this noise pollution? Was it just annoying the teacher? They discovered that the noise pollution was definitely destroying the efficiency of every student in the class because:

1. They were not able to think, to listen, to concentrate in the confusion.

2. It interfered with completing assignments--can't talk and work.

The students knew if they were going to eliminate the noise and get a working environment, they must explore the causes. The causes were listed as follows:

1. Students fail to listen to instructions; therefore, they need to ask their neighbors what the assignments are and how to do them.

2. Copying work from neighbor.

3. Two friends, sitting together, like to visit.

4. Students sitting together who can't get along sometimes argue.

5. Note passing.

6. Telling friends what they are going to do after school.

7. Planning noon-time and free-time activities.

8. Some students would rather play.

Leadership & followership

The causes were definite, but how to control them was the big challenge. Plans were designed to help these students to mature enough to be seated in groups without interference in the learning efficiency:

1. Have a leader for each group of four to help reinforce the city officials that are now in operation.

2. Each student in the group is a leader for one week.

3. The leader is to encourage good working habits for his or her group.

4. Report those who are having problems and why.

5. The teacher and group members try to limit the noise by issuing penalties such as taking away freedoms and privileges.

Freedom and responsibility

With this groundwork laid, the desks were arranged in groups of four forming a table. The students had made a decision. Also, they had explored causes and discovered solutions to problems. They were given the freedom to arrange the room the way they felt was most advantageous and also to their liking. Along with this freedom, they assumed the responsibility of maintaining a learning environment.

ANALYSIS: Their arrangement remained for the rest of the year. We have had successes and failures, but it has been an excellent learning experience for all.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: THINKING, PROBLEM SOLVING, DECISION MAKING

GRADE LEVEL: SIXTH GRADE
INSTRUCTOR: DAVID R. GORDON

* * *

PURPOSE: To teach the students to think through a problem and to solve it on their own, or at least with the help of others who are having the same problem.

SITUATION: My class of better-than-average math students was working on finding the volume of rectangular prisms. While checking an assignment (having students take turns giving answers), I discovered that everyone was getting correct answers on all but the last two problems. These two problems dealt with geometric shapes with more than six faces. Everyone in the class missed them. I said, "Hey, we have a problem. How do we solve it?" They said, "Give us the answer."

Coaching

Problem identification

Rather than giving them the answer, I drew the geometric shape on the board and let the students begin to examine the shape. I asked questions like, "What is the formula for finding volume?" "What can we do to the figure on the board to find the volume?"

Alternatives

Clarification

Several students began suggesting some possibilities. They began to notice that because the geometric figure has more than six sides they could cut the shape into smaller shapes that would only have six sides. I asked, "How will that help?" They said then they could figure the volume of each small shape. Others said then all they had to do was add the results to get the volume of the whole thing. "Try it," I said. They tried it; it worked. They tried cutting the shape in different ways, and it still worked. They all arrived at the same answer.

ANALYSIS: The problem in this case was recognized by the students but was verbalized by the teacher. The skills of thinking, problem-solving, and decision making were practiced by the students to find a solution to the math problem. Leadership and followership skills were also displayed here when the class realized that no one knew the answer, so they listened more intently to others and volunteered their own ideas toward the solution.

Coaching was interspersed in various places to keep the problem-solving process moving.

To give them further practice, I intend to create a few, more difficult, geometric problems and let small groups of students work together to analyze and solve them.

CURRICULUM:
SCHOOL: FRANKLIN ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIPS AND DECISION MAKING

GRADE LEVEL: FOURTH GRADE
INSTRUCTOR: JEFF GROESBECK

* * *

PURPOSE: To develop interpersonal relationship and problem-solving skills in children.

SITUATION: A problem that I have observed most of the year and have tried, with little effectiveness, to solve came again to my attention this week. The children, during game times, get highly critical of the players who might make a mistake, which was having an effect on the happiness and self-respect of some children. On one occasion, the children were playing baseball; and one of them struck out. The whole team yelled and yelled to let that person know they were not pleased with his performance. After the game, we talked about the problem; but the next day it happened again. So I felt this would be a good time to practice "interpersonal relationship and decision-making skills." In order to do so, the children needed to know exactly what the problem was.

Problem clarification

To begin skill development, we role played. I took five volunteers out into the hall and told them the situation I wanted them to act out. One of the students agreed to be the person who was up to bat and would eventually strike out, while the other four would be irate team mates who would yell and belittle to express dissatisfaction. After they all understood their part, we presented it before the class. After the little performance, I asked if anyone could explain the problem that our actors had portrayed. Immediately hands shot up all over the room. They all knew what it was and could identify with it because they were all doing it. After listening to each one of the children express themselves, the problem was simply stated and written on the board. Underneath the problem was written "Pros" and "Cons." I said to the children at this point, "What are the good things that were accomplished by using this behavior?" After a minute or so of silence, a child raised his hand and said that nothing good came from this behavior. Then I went to the "Con" side and said, "What are the bad things that happened using this behavior?" Once again hands shot up all over the room. One said it makes the person who struck out feel bad. Another said it makes you feel as though you never want to play baseball again. Another said it made them feel bad about themselves. All the responses were recorded under the "Con" category. After the children were through responding and I was through writing, I said, "Now look at the 'Pros' and 'Cons.' What does this tell you about the problem?" The children decided their behavior was inappropriate, so alternative behaviors were discussed and listed. I said to the children, "If this is inappropriate behavior, let's write down some other possible things we can do when someone strikes out." One person said, "Don't say anything to them," so we wrote it on the board and named it the "ignore alternative." I asked if there was anything else they could do. Another child said we could try to make them feel better by saying it was okay and they would do better next time. I wrote this down, and we called it the "cheer-up alternative." Another child said a possible alternative would be not to play any more. I wrote it on the board and labeled it, "the quit alternative." After the alternatives were discussed and written, we went back to the first alternative and listed all the pros and cons. The same procedure was followed for the second and third alternatives; and when all pros and cons were written, I asked which of the alternatives would be the best solution to our problem. All the students agreed that the "cheer-up alternative" was the best and that they would use it.

ANALYSIS:

1. From that time on it was never a problem. At the beginning of each game it is necessary to remind the children of their commitment by merely saying, "Remember, the 'cheer-up alternative.'"

2. The children were developing interpersonal relationship skills by experiencing what their unfortunate peers experienced and by using a method of behavior that they decided would make everyone happiest.

3. They were also developing decision-making skills by practicing decision making. The problem was identified and clarified so all could understand. Pros and cons were discussed for that particular behavior. The children decided it wasn't a good type of behavior. Several alternative behaviors were written on the board. Pros and cons of each were discussed. From this, the children were able to make a decision about how they should act. After the decision was made, consequences for their behavior were then discussed.

   The teacher's role is to provide practice opportunities in methods of decision making and to make sure they demonstrate understanding of the alternatives and consequences. Using situations where a decision is needed and having the children actually solve the problem, is very important in their development of these skills. Also, the teacher's role is to periodically remind the students of their decision for reinforcement.

CURRICULUM: PHYSICAL EDUCATION-HEALTH
SCHOOL: WASATCH ELEMENTARY
LIFE SKILL: INTERPERSONAL RELATIONSHIP

GRADE LEVEL: FIFTH GRADE
INSTRUCTOR: LOLA JENKINS

****

PURPOSE: To guide students in practicing positive interpersonal relationship skills.

Thinking, problem solving, receiving & expressing love, communication

SITUATION: Cathy, for several years, had participated in the Table Tennis Tournament. Every year she was aced out by the same girl, Shelley. This year she was determined to come out number one. She had done intensive practice for the past year. The contest repeated the same old story. Cathy had eliminated all her opponents except Shelley.

Cathy is a diabetic. Her anxieties caused this condition to flare up, and it presented some physical problems. However, she took her medication and entered the big, final battle.

Problem

During the games, boys from both fifth grades made unkind, rude remarks about Cathy. They displayed very poor sportsmanship. Shelley won two games out of three. In all the games, the scores were close. Cathy was defeated! Disappointed, Cathy burst into tears.

This incited the thoughtless to continue their harassment. The tormenting only caused her to cry profusely--more taunting, more splashes. When I arrived back from lunch, emotions were running on a high key.

Cathy met me at the door with red eyes, sobbing, "Teacher, the boys are making fun of me!"

Between sobs and with the help of some of her girlfriends, the sad tale was told. "Cathy, did you tell the boys why you were crying?" Another flood of tears. "They wouldn't listen to me."

Thinking, problem solving

The parties involved were called together to solve the problem. "It seems to me we have a problem." The boys sheepishly grinned. "Maybe I can help you understand the situation if I ask a few questions." I directed my first question to Cory who seemed to have spearheaded the fracas. Cory is a very competitive individual in the field of sports--must always be a winner. Cory has been in many fights after or during a game, if he wasn't a winner. Cory has been working on this particular problem this year.

"Cory, how did you react when you lost a game?" "I'd get mad." "Cory, how did you show that you were angry?" "I fought and beat up the kids." "What kids?" "The kids I lost to or anyone that said I lost." "Then you wouldn't have wanted me to call you a poor loser, a sorehead, poor sport, and a few other choice names?" He grinned, "No, I'd get madder; and I'd want to beat up on you, too."

"Cory, do you know why you used to get angry and want to fight?" "Well, sometimes I didn't think the game was being played fair; but most of the time I felt bad because I lost."

"Cory, why do you think Cathy is crying?" "I guess she feels bad that she has lost."

Lesson transferring learning

"Students, I want all of us to recall our last health unit on emotions. What did they call Cory's angry outburst?" "A tantrum that was letting out his frustrations and disappointment. Anger of this kind is sometimes called displaced anger."

"Right! Do you think Cathy is crying because of frustrations and disappointment?" "Yes." "Can we help each other with our frustrations and disappointment?" "Yes," "Maybe."

Transferring learning

"Why do you think Cathy cried and Cory became angry?" "Because boys aren't supposed to cry." "Is that what it said in our health book?" "No, it said it was all right for boys to cry sometimes when they are sad."

"Students, what could you have said to Cathy that would have shown you are gentlemen?" "We could have told her she played a good game even though she had lost." "Tell her we were proud of her." "Tell her she was a winner because she did her best."

"Has Cathy developed skills and her physical body?" "Yes." "Did losing take away any of these skills?" "No." "Is she a winner?" "Yes."

Bravo--A lesson I'd been trying to teach all year

"Any time anyone tries, they are a winner" piped up Michael. "Bravo, Michael. If we keep that in mind it will help all of us be better losers and good sports. We won't have frustrations and can avoid getting angry or crying."

Cause of Problem

With a sigh of relief and thinking, "I'm over another hurdle," I started to dismiss the group when . . .
"But teacher, Cathy teases us, too. That's why we call her names." "Yes, she calls me Shorty." "She makes fun of my freckles." The list became longer and longer. Cathy was quite shocked and tried to protest.

"No, I don't!" "Are you sure, Cathy?" "Well, I didn't mean to hurt them. I was just having some fun and being silly. I was only fooling.

"Cathy, can you now see that it wasn't funny to them and you made them unhappy? Do you understand you caused some of your problem?" "Yes, but I didn't think." "Teacher, that's like that famous saying of walking in the other person's moccasins helps us understand how he feels."

Receiving and giving love

"Johnny, I'm so glad you remembered that saying, and I hope we'll all remember to help each other with disappointments. Let's all try harder to have an understanding heart."

With a hearty laugh, they all returned to their places and school was functioning again.

We have a booklet where we copy wise, famous sayings--five sayings every week. After discussing them, each student chooses the one out of five she or he likes best and puts it on a special page in the booklet. Yes, some of the students chose this one for their favorite. (Cathy was one.)

Coaching

Later on in the day, I had a private chat with Cathy. I reminded her of all the lovely, kind acts she had done for me--bringing me apples, oranges, and cookies; sending me cards; writing me letters; making me a little cookbook, etc. She is constantly doing for me. I told her how I appreciated these thoughtful deeds and what a gracious personality she had. I suggested that she let her peers feel and see her cheerful smile and thoughtful traits instead of her quarrelsome disposition.

ANALYSIS: We took a field trip a week later. Cathy and Cory sat side by side in the bus, thoroughly enjoying each other's company. Cathy has had some success along with some failures, but I feel a seed has been planted in interpersonal relationship skill that will help her move forward in this area.

All the students involved in this episode responded to this experience in such a manner that I am hopeful it will have a wholesome impact in their lives that will in turn strengthen their interpersonal relationship skills.

CURRICULUM: LUNCH BREAK OR FREE TIME
SCHOOL:
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: GRADES 5 and 6
INSTRUCTOR: DAVID R. GORDON

****

PURPOSE: To solve a fighting situation peacefully by using the skills of interpersonal relationships, problem solving, and decision making.

Identifying the problem

SITUATION: Two students were fighting on the playground, and a concerned student notified me of what was happening. I broke up the fight; and without saying anything, I took the pugilists to my room. I had in my classroom two small conference rooms, and I placed each student in a separate room, gave each of them a sheet of lined paper and a pencil, and directed them to write down on the paper everything that happened--what started the fight, who was involved, if there was any name calling, etc. Everything they could recall that may have instigated the problem was to be included.

Problem clarification

Problem clarification

I left the students alone then to think and to write. This gave me freedom to get the rest of the class involved in schoolwork. After about ten minutes, I brought the two students together and silently read each of their descriptions as to what had occurred. I asked questions about what each had written to clarify differences in their stories. When we had the story fairly clear, we discovered that some small difference of opinion had started the problem several days before; and the name calling and pushing had created friction between the two which had created the present conflict.

Alternatives

Language of courtesy
Alternatives
Communication
Compromise
Cooperation
Language of courtesy

I asked them how they felt and what they thought we should do to solve their problem. One said he didn't want to fight in the first place. The other was still belligerent but didn't know what they should do. I suggested that they remain together until they could come to an agreement as to the best solution to their problem. We talked for a few minutes about true friendship and about the rights of individuals. We talked about what usually happens when people use profanity or call others names. I then suggested that they think of some better ways they could solve their differences and let me know what they had decided. Then I left them alone. After about five or ten minutes, the boys indicated to me that they had decided to tell each other they were sorry, to shake hands, and not fight any more. We talked for a few more minutes about the skills of getting along with others. They shook hands and went away smiling.

I never saw a problem with those two boys the rest of the school year.

ANALYSIS: The boys were helped to identify their problem by first writing down what had happened and then by clarifying it verbally. The skills of problem solving, interpersonal relations, and decision making were practiced as they worked at a solution to their problem. Teaching and coaching of the skills came into the situation as the need arose to help the boys see the relationship between cause and effect--what happens when--etc.

CURRICULUM:
SCHOOL: WASATCH ELEMENTARY
LIFE SKILL: DEVELOPING A DEMOCRATIC SOCIETY IN THE CLASSROOM

GRADE LEVEL: FIFTH GRADE
INSTRUCTOR: LOLA JENKINS

****

PURPOSE: To instill freedom and responsibility, thinking, problem solving, decision making, leadership and followership, communication.

SITUATION: This year's fifth-grade students had the reputation of being the chatterers of the entire school. During the first weeks they set out to validate this label. They flaunted this banner loud and clear. To add to the flame, an insecure student teacher was at the helm. She allowed the parrots to crescendo. Only when I was directing the students' activities did the rattling and clicking sounds cease. The group depended entirely on my firm hand to guide them and to control them. Yet, individually they were "super." They were eager, full of energy, blessed with an ample supply of "grey matter," and had great leadership potential. Indeed, they were America's best!! This was my challenge.

As soon as the student teacher left, I put a plan into action. During the first week the students were given short periods alone. In spite of the fact that in the previous weeks guidelines had been given to prevent time-wasting, the suggestions went unheeded. The second week, I walked into the classroom and found the students acting as if the concept of self-discipline was a stranger to them.

"Students," I calmly stated, "for some reason I get this queer feeling you are from another planet. I am most concerned about your welfare. Does anyone know why I am worried and disturbed?"

Thirty-two startled and puzzled faces looked at me. I continued, "You seem so dependent on me. You indicate to me you haven't been here long and don't know what to do with yourself on this planet (Earth). You are constantly needing a guide. However, you all seem to have brought with you an unlimited amount of diamonds. Where you came from, diamonds must have been worthless and useless because you are carelessly, thoughtlessly throwing them away."

Their puzzled faces spread into a bright glow of understanding. Many of them looked toward the "famous saying" bulletin board. Some pointed to this saying: "Lost yesterday, somewhere between sunrise and sunset, two golden hours--each set with 60 diamond minutes. No reward is offered, for they are gone forever."

"You are concerned because we are wasting time," some responded. "Right, but that is only the result of the problem. Why are you wasting your time and goofing off? Let's think about the type of behavior you have displayed. It doesn't accomplish very much, does it?" A few heads nodded in agreement; others weren't so sure. "After we do some thinking and studying about this behavior, hopefully we may determine the problem and find a solution. In the meantime, I have been forced to do what you have been begging me to do. You have put me in the position of being your dictator--to command you to perform your daily tasks. As a dictator, I'm constantly running interference for you so you won't be interrupted while doing assignments. I'm thoroughly exhausted; I never get to relax so my patience is wearing thin. Remember, often dictators take drastic measures."

"First, I want you to be sure you know what the word, 'dictator,' means. Look the word up in your dictionary. John, read the definition to us." "A ruler who has complete authority and unlimited power over the government of a country--especially a tyrant." "Is that the way you want your classroom to be managed?" "No, no," came the quick and decisive answer.

"Your voices say no, but your actions indicated otherwise. Therefore, it would be wise to study about how people are ruled by dictators or how they govern themselves when they live together in a community, a state, or a country. On table #1 you'll find books, tapes, filmstrips about the various governments."

The class decided to study about this topic in several ways:

Decisions

1. Committee work
2. Individual research
3. Class discussions
4. Dramatizations
5. Songs
6. Listen to speakers involved and knowledgeable in government

We designated two weeks for study. We felt, after that time, we'd be able to vote for the type of government we wish to have in our classroom. I told them, "In the meantime, I had better offer some safety measures to secure your diamonds until you identify your problems and discover some solutions. Here is a notebook so you may write wise ways of spending your time while here. The smart boys and girls will refer to it often. Let's list some helpful hints to be written in your notebook."

Freedom & responsibility

1. Our daily schedule
2. Our assignment and when due
3. Various activities available when assignments are finished
4. Write goals for what we would like to achieve while here
5. Note your needs and list ways you could get help to solve them.
6. Develop worthwhile activities that particularly interest you (hobbies, etc.).
7. Always have an interesting book to read

These ideas acted as strong motivators in saving their diamonds while we probed into our problem. At the close of the general study of governments, the class favored the democratic society. They had weighed the advantages and disadvantages of each. They voted in a secret ballot and elected to try the government that had freedom with responsibility. The next week we emphasized the true meaning of freedom--that freedom was hinged on responsibility. We discovered this concept is the basis of a democratic environment by doing various activities:

1. Learning various freedom and patriotic songs such as "Freedom Isn't Free."
2. Reading various stories that emphasized responsibility and freedom.
3. Reading and dramatizing the story, "Freedom Isn't Free," that was adapted by Loretta Klee Schell from a Greek Tale. It was about Frogs that lost their freedom, their pond, and some even their lives because they wanted freedom with responsibility.
4. Writing what democracy means to them.
5. Listing their rights and what duties they entailed. (They began to realize that every single one of us lives within an invisible circle which is bounded by the rights of everyone else. Our rights extend only to the rim of the circle where the other fellow's rights begin.)
6. Reading and studying--especially three books on democracy:

Put Democracy to Work
You and Democracy
Building Our Democracy

At this point, they formulated what they felt was their real problem: They lacked maturity to be self-disciplined, to be responsible individuals, to know the meaning of freedom, to be proper leaders, to realize who and what to follow, and finally to be loyal to themselves and develop their potential and talents to their capacity.

The next step was to write a framework of government that would encourage these qualities to be developed. Therefore, the following week was devoted to writing a city charter. The charter included the following:

They begin to realize these inadequacies were their big stumbling blocks.

1. A preamble that stated the purposes of the charter.
2. A list of the city officials, establishing their authority and responsibilities.
3. A statement of how the officials would be elected (same procedure that the regular cities used)--secret ballot, term of office, etc.
4. A statement of laws and ethics that would govern the city.
5. A Bill of Rights.
6. A determination of who would do the punishing and what penalties would be given for certain offenses.

ANALYSIS: After working for a month, we were ready to try out our wings in a democratic environment. Writing a document and implementing it are different stories. Suffice it to say, we never quite arrived. Many times they lost their democratic privileges and had to earn them back. Their teacher finds it very difficult and challenging to work in this framework of children's blundering leadership. However, this apprenticeship as a citizen in a democracy proved most valuable and rewarding. Many lessons were learned by everyone involved. The students learned they must think, judge facts, make decisions, and most of all be self-disciplined and shoulder responsibilities.

Another small token of reward was the day I returned from a mainstreaming workshop and found the following note on my desk (written by the substitute teacher): "They really know how to handle themselves. It was very enjoyable teaching your class. Mrs. Ballard."

A deep sigh of relief escaped my lips, and I thought, "Yes, it has been worth all the headaches, backaches, the nervous collapse! Another seed has been planted and is sturdily, wholesomely, and delightfully maturing.

CURRICULUM: PHYSICAL EDUCATION
SCHOOL:
LIFE SKILL: FREEDOM WITH RESPONSIBILITY

GRADE LEVEL: SIXTH GRADE
INSTRUCTOR: DAVID R. GORDON

* * *

PURPOSE: To help students recognize that with freedom comes responsibility. Also, to provide practice in the skills of communication and leadership-followership.

SITUATION: Two boys came into my room and said that their teacher wanted to borrow my stopwatch to time their running during P.E. I let them take it. Later they brought it back and placed it on my desk without my seeing them. I later discovered that the watch crystal was broken. I asked the boys' teacher what had happened, and he said he didn't know the boys had the watch. They had not asked to use it.

Accepted blame

I confronted the two boys, and they indicated they had not told me the truth. They said that while they were using the watch, they dropped it and broke the crystal.

Verbal concept

"Now what?" I asked. "This watch belongs to the school and is checked out to me. I am responsible to return it in the same condition in which I received it."

Practice with coaching

They said they thought they should pay for getting it fixed. We agreed that I would have the watch repaired and give them the bill. This I did, and they each promptly paid their share. I asked if they got the money from their parents; and they said no, it was their own. They had decided it was their own fault so they should pay for it from their own money. Besides, they didn't want their parents to know what they had done.

We felt good about this solution, even though it was hard for the boys to part with their money.

Verbal application for benefit of growth

I followed up on this experience by talking to the class about responsibility, honesty, and integrity--praising the boys on following through with the decision they had made.

ANALYSIS: This was a good experience in the value of honesty and integrity. It gave the boys some practice in the skills of problem solving and responsible decision making. It also helped them and other students to recognize that serious problems can be resolved in a very positive way.

Interpersonal relationship and communication skills were practiced as the students and the teacher discussed the problem and possible solutions. Coaching took the form of helping them accept responsibility for their own action.

CURRICULUM: FREETIME OR ANYTIME
SCHOOL:
LIFE SKILL: FREEDOM AND RESPONSIBILITY

GRADE LEVEL: SIXTH GRADE
INSTRUCTOR: DAVID R. GORDON

* * *

PURPOSE: To help the student in the following real experience to accept ownership of a problem and to practice interpersonal relationship and problem-solving skills.

Identifying the problem

SITUATION: A student handed me a piece of paper on which someone had drawn several derogatory pictures with words about a certain teacher in the school. When I asked if anyone knew who had done it, nobody would tell.

Clarification of life skills

I took the opportunity to discuss with the class the concept of freedom and responsibility, stressing that each of us should practice that freedom. I also stressed that even though we are free to do anything we want, we also have to be responsible for consequences of our actions and their impact on others.

Accepting ownership of the problem.
Problem clarification

Since no one seemed to know who had written the note, I waited until the next day. In the process of regular school work, I made a handwriting assignment. Later I compared the writing of each student with the writing on the pictures. When I felt confident that I had discovered one that matched the writing on the note, and I confirmed my opinion with a fellow teacher, I met with the student in private; and he confessed to having written it. I asked him if what he wrote was really true. He said no. After a short discussion as to why he did it, he indicated that he was angry with the teacher because she had required him to fulfill an assignment that he didn't want to do.

Problem solving

I asked him what he thought he should do about it. After a few moments of thought, he said he should apologize to the teacher and not do it again. I asked if he would like to do it alone or if it would help for me to go with him. He elected to have me go with him.

Interpersonal relationships

Teaching and coaching.
Reinforcing.
He appears to be practicing freedom with responsibility.

We met privately as a group, and he very humbly apologized to the teacher who was very gracious and accepted his apology. We discussed somewhat more his freedom to do anything he wants, anytime he wants to, but that he also has a responsibility when he begins interfering with or taking away the rights and freedom of someone else. He seemed to understand. He also seemed to feel relieved of the burden.

ANALYSIS: The student learned to accept responsibility for his own actions and to be accountable for his actions. He was helped by his teachers to recognize that the problem was his and not someone else's. He also learned how to make restitution for his error in a positive way. He began to understand and practice the language of courtesy and consideration for others which are skills in interpersonal relationships. Both teachers helped to coach him in using the proper skills needed to solve his problem. The problem in this case was verbalized by the teacher but eventually owned by the student.

CURRICULUM: LANGUAGE ARTS
SCHOOL:
LIFE SKILL: RECEIVING AND EXPRESSING LOVE

GRADE LEVEL: SIXTH GRADE
INSTRUCTOR: DAVID R. GORDON

****

PURPOSE: To have students leave elementary school and finish the year with a feeling of love and appreciation for each other and for their elementary school experience.

SITUATION: The students were treated the last week of school to a special meal prepared by the school lunch ladies. Following the meal, we had an awards program honoring many outstanding students for their accomplishments. We then handed each student a booklet of blank paper with a specially designed cover on front and back. We instructed each student that because it was the end of school, we would provide a block of time for them to write in each other's booklets. We had decided that because this booklet would be a keepsake, each of us could only write about something we admired or appreciated about the person that we could write about. We could not just sign our names; we had to think of something nice to say about the person, and then sign it.

Coaching teaching

Commitment to group goals

Coaching

Responsible decision making

At first we had to watch carefully to see if that was happening and persuade those who were giggling and using "smart-alec" remarks to be more serious, but later things settled down and students seemed to enjoy this experience.

Clarifying

Interpersonal relationships

When the activity was over, we talked about the students' feelings about what others had written in their booklets. Many students said it made them feel good and that when they read what a person had said about them, they tried harder to say something nice about that person. Other students said it was hard to write good things at first; but once they got started, it was easier.

Clarifying coaching

We talked about the importance of showing or telling others that you like them and how good it feels to have someone say or do nice things for you.

ANALYSIS: This experience happened previous to this year but helped to bring out the importance of receiving and expressing love to others. It opened up another way to communicate openly with others. We discussed the good feeling people receive when they get a birthday card or other remembrances from others. This is one method used by society to practice the skill of giving and receiving love.

I think that by doing something like this earlier in the year, a teacher could coach more by following up on the skills from time to time and by allowing students to send cards, letters, notes, etc., to each other during their regular school experience.

CURRICULUM: LANGUAGE ARTS
SCHOOL:
LIFE SKILL: COMMUNICATION

GRADE LEVEL: SIXTH GRADE
INSTRUCTOR: DAVID R. GORDON

****

PURPOSE: To help students learn and practice the skills of verbal and nonverbal communication and help them understand the importance of enhancing their own relationships with others using these skills.

SITUATION: This situation was formulated after I observed the many problems students got themselves into from poor communication.

Using verbal describing words

Listening skills

I acquired two sets of knives, forks, and spoons from the school kitchen and separated two students with a divider so they could not see each other. Each student was given one set of silverware. Student #1 was instructed to place his set of silverware on the floor, one piece at a time, in any way he wanted. As he placed one, he was to describe verbally to student #2 exactly how he was doing it. Student #2, then, was to place his set of silverware in exactly the same order and exactly as he was instructed by student #1. When finished, they would compare results.

Observing analyzing

The other class members watched but made no sounds.

Observing

Analyzing listening critical thinking comparing

All students were given the opportunity to be a sender and a receiver of the message. After each try I asked the students what problems they noticed. What could be done to improve the message? Some answers were: "Need to use more exact words like tongs, bowl, tip, cutting edge, etc., instead of top, bottom, up, down, over there, etc."

Organizing words and thoughts

Listening effectively

Each new group of students would try to improve their communication by observing what others were doing and by trying to think ahead and use more precise language. As they did so, we noticed that the two sets of silverware became more nearly alike in their placement.

Non-verbal, written skills

After this activity, I followed up by having the students draw a picture of the silverware and then describe, in writing, how to place the knife, fork, and spoon to get them to match the drawing.

Observing

Listening

The students found this assignment more difficult but interesting and fun. Someone would then read one of the descriptions while two students placed the silverware in the positions described to them.

Coaching and problem clarification

Organizing words and thoughts

Listening, feedback

We then discussed some of the skills needed for good communication such as the selection of the best words to make the meaning clear, organizing thoughts first before expressing them, careful listening, feedback through questioning, etc.

A helpful tool to keep the whole class involved is to use a T.V. camera with a monitor so that all students can view what is happening with the two sets of silverware without leaving their seats.

ANALYSIS: This lesson worked well, but it has to be handled carefully so that students don't become disinterested when only two students are performing. A better plan might be to have enough silverware for each child, pair them up, and rotate partners for practice.

The experience helped students to practice verbalizing their thoughts and also to write them. By talking about the skills as we practiced them, we were able to clarify meaning and learn from each other's mistakes. The teacher is continually coaching as the activity moves along.

JUNIOR HIGH SCHOOL

CURRICULUM: ART
SCHOOL: FARRER JR. HIGH SCHOOL
LIFE SKILL: PROBLEM SOLVING, DECISION MAKING, COMMUNICATION

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: ALLAN LEWIS

****

PURPOSE: To show how using "I messages" and "reflective listening" aids in helping students develop skills in:

1. Problem solving
2. Freedom and responsibility
3. Communication

SITUATION: I am presently reading a book entitled Parent Effectiveness Training. I feel that two of the principles I have read about are pertinent to teaching some of the maturity skills.

"I messages"

Use motivation skills

"I messages" are expressions of how one feels about any given situation. For example, at the beginning of the paper mache unit I instructed the class to always cover their desks before applying the paste. On one occasion, a student had forgotten to do this. I expressed to this student how I felt about the situation: "Galen, I am concerned about the paste getting on your desk." Galen then had the freedom to decide what to do about it. If I had said, "Galen, get some paper on your desk right now," then I would have solved the problem for him. In the example, Galen analyzed the situation and decided to cover his desk with newspaper.

Problem Coaching

Two students were wasting time and fighting. I tried another "I message." "I am concerned that you are not working on your paper mache projects," leaving them the freedom to decide how to solve the problem.

Analysis of "I messages"

Transfer of problem
Interpersonal relationship

Using "I messages" helps develop: (1) Problem solving; (2) Decision making; (3) Use of freedom skills by providing the student with an opportunity to solve the problem after being told how the situation affects the teacher. Students that have respect and consideration for how others feel, respond to this type of message.

Telling students exactly what to do makes them more dependent on you to solve problems. It also creates more of a negative atmosphere. I might add that I feel awkward using "I messages," but I feel they are worth the effort.

"Reflective listening"

When a student presents or has a problem, you simply repeat back what you think the student has said. For example:

The problem

Student: "Do we have to do that lettering again today?"

Teacher's understanding of what student said

Teacher: "I take it that you're not very excited about the lettering unit."

Student: "It's just that we have to do the same thing in Miss Brienholt's class."

Teacher: "Doing the same thing in two classes is not exactly exciting."

Student: "No, it isn't; but I guess the practice will do me good."

ANALYSIS: As I read through this example, it comes across as some book anwers, but that is the way it happened. On other occasions I was not as successful. I found that students are more eager to communicate with you when they realize they are being heard and understood. Just talking about a problem often helps one formulate a solution or helps one develop the problem-solving skill.

I feel that the process of reflective listening helps one develop communication skills by repeating back what you think a person said. Sometimes you find that the person meant something different than you originally thought.

CURRICULUM: ART
SCHOOL: FARRER JR. HIGH SCHOOL
LIFE SKILL: INVOLVEMENT IN DECISION MAKING

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: ALLAN LEWIS

****

PURPOSE: (1) To show how I introduced the maturity skills and (2) to show how involving the students in decisions helps to develop decision-making, thinking, and problem-solving skills.

SITUATION: At the beginning of my first three classes I simply put my cards on the table by telling them that I am a participant in a special workshop. I continued by telling them that so far in the workshop we have identified some basic skills which are characteristic of a well-rounded, successful, winner-oriented type person. I indicated that if a person had these skills, he would have the tools to not only be a successful person after his schooling, but during it.

To introduce these skills, I asked the question, "What are the qualities of a successful person that you admire?" Some responses were: (1) Friendly, (2) Knows the right people, (3) Does not give up, (4) Smart, (5) Ambitious, (6) Rich, (7) Dependable, (8) Creative. I then introduced the maturity skills by drawing a comparison between their responses and the maturity skills. The first maturity skill deals with decision making. I asked the question, "Do you feel that school helps you develop the skill of making decisions?"

Students: "No."

Teacher: "Do your parents help you learn to make decisions?"

Students: "No."

Teacher: "Would you like to have more of a part in making decisions?"

Students: "Yes.".

Some of the students indicated that all too often their teachers and parents made most of their decisions without asking or allowing them to give input. I wondered if I, too, was at fault. I decided that to one degree or another I was.

At this point I said, "Okay, all you decision makers out there, we have just finished our lettering unit. How would you like to apply what we have learned?" One student suggested doing coupons. Another thought that pretending you are the president of a large company and advertising your goods and services would be exciting and good to do. Someone suggested the idea of making up wedding invitations. I then said, "Okay, you decision makers, how much time will you need to complete this unit?" They decided that one week would be about right. I pointed out that if they took one week, I would expect the quality of their work to be high. They said it would be.

ANALYSIS: I found that the students were anxious to be a part of decision making in class. I also found that when they give their input as to what goes on in class, they become more committed to it. It becomes closer to them. They are also being given an opportunity to develop decision-making skills.

When students revert to old habits of relying on the teacher to solve their problems, the teacher need only remind them that they indicated earlier they wanted to be more involved in making decisions.

CURRICULUM: MATHEMATICS
SCHOOL: DIXON JR. HIGH
LIFE SKILL: ALL CATEGORIES EXCEPT PERSONAL
PERSONAL FAMILY ECONOMICS

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: PATRICIA WRIGHT
(CORNELL)

****

PURPOSE: To get my students to take on the major responsibility of maintaining classroom rules.

SITUATION: Setting Up a Classroom Environment from Day 1. For the past three years, on the first day of school, I have used this approach with my students to foster a very workable classroom setting that involves many of the skills presented in this document. It has answered my questions on how to get my students to take on the major responsibility of maintaining classroom rules.

If you should undertake such an approach, it will be readily apparent to the type of skills your class will be struggling with: (a) Thinking, (b) Interpersonal relationship, (c) Use of freedom and responsibility, (d) Receiving and expressing love and concern, (e) Leadership and followership (followership more when the class-chosen rules are put into action), (f) The teacher being able to respond to the natural growth and development of his students as a group, and (g) Communication and responsibility in that communication.

Each student is given a handout to introduce the problem areas I so often face in the classroom. Each item is gone through and discussed: "Here are your needs; here are mine. Can we formulate a procedure to get these needs met?" It's like setting up a constitution. Amendments can always be made when the Supreme Court Justice (teacher) or the residing body (students) feel a need to question the rulings.

Communication of needs

Exactly what happens? At the beginning of each class the questions are read, and the students individually fill in each question on their own. Afterwards, the responses are read through and discussed as a class. (At the junior high level, I feel that allowing students full range on these types of decisions is very unwise.) Always come to your conclusion on a "my-need/your-need" basis. Dare to stick up for your rights; but allow the students to generate their input, too.

Statement of specific needs

Student-proposed solution; problem solving

Specific example: During our discussion one year I related to the class that I didn't like being the policeman of the room. My students agreed that an angry and upset teacher was "the pits." I asked, "What can be done about this?" (Class brainstormed) Upon writing down all the alternatives they gave me, I generalized what they all stated: "We don't like to be nagged, but we need to know when we're out of bounds." Jokingly I said, "So what do I do, count to ten?" One student immediately responded, "I know! Put the count on the board so we can see it--one count for every time we get rowdy." I said, "So what if I hit a count of ten, and the class hasn't responded?" They said, "Give us a punishment." "What type?" After a few snickerings and jokes about being hung from their toes, we brainstormed again. The amazing thing is that the kids came up with far more severe retribution than I could have ever imagined. I asked, "Are you sure you can live with this?" Not wishing to upset parents and administration by breaking bones, etc., I told the class this was not acceptable to me. We checked over the ridiculous answers. Finally, we agreed that being required to do an extra assignment would be a far better solution. I also added, "I don't like reaching ten; that's when people are supposed to lose control, and I don't want to do that." The students said, "So, count to nine;" thus, "count of 9" came into existence in my class.

Coaching

Teacher-class solution

ANALYSIS: I was very skeptical that this would ever work with any success, but to my surprise it has been extremely effective. The count works like a thermometer. The kids immediately know when they're in the red. The response has been student reminding student of the count rather than "Watch this silly teacher lose her cool."

CURRICULUM: FIBERS
SCHOOL:
LIFE SKILL: THINKING AND PROBLEM SOLVING

GRADE LEVEL: GRADES 7 & 8
INSTRUCTOR: SHANNON WEST

****

PURPOSE: To foster original thinking and problem solving in a class that had been largely a "do what I show you" type.

SITUATION: I teach a class called Fibers. It is a composite of such activities as basketry, weaving, embroidery, rug making, and quilt construction. The class is one of the most fun but least cerebral classes I teach, so I thought it would be a challenge to try to foster original thinking and problem solving in a class that had been largely a "do-what-I-show-you" type.

Defining the problem

The teaching vehicle was a brick that was to become a doorstop with an ethnic motif. We began with an open class discussion of possible fibers techniques that could be used to cover and/or embellish the brick. I functioned only as a "lister of advice from students" by writing suggestions on the board. The kids volunteered fabric suggestions and verbally discouraged or encouraged particular fabric choices. The girls who'd had home economics explained raveling and stretch properties of each fabric suggested to the boys in class. They explained what felt was to the Nigerian student and tried to demonstrate by pantomime the whole discussion for the Laotian student who doesn't yet speak English. I was fascinated watching the class. It was like I'd never seen them function together before!

Alternatives

Coaching

After the fabric topic was exhausted, they were on fire to begin and wanted a pattern from which to cut their material so they could start. No pattern was given--just the news that they were to construct their own from newspaper and scissors. As the kids came up with different ideas and solutions for pattern shapes, some of them were practically hopping up and down with satisfaction. Stacks of ethnic books were left for browsing and for selecting and adapting a design to the brick top and sides. When students came up for me to tell them if their design was good, I tried to answer them by turning it back to them; i.e., "Do *you* feel it uses the space well? Are *you* pleased with your choice? *How* will *you* get this on the material? *How* does this reflect the country it came from?"

The actual coaching and reinforcement for the project came from seeing their ideas WORK! The most successful solutions were quickly picked up and attempted by others which was an ego lift to the designers copied. A lot of students said this project was the one they liked best all year. I learned a lot from it as well--mainly that I had been robbing this class of the chance to think independently.

ANALYSIS: My feeling is that to teach thinking and problem solving, a teacher must allow each student to do it for himself! Therefore, I tried to set up the environment for problem solving and then stepped back to see how the kids would go about solving their own problem. As a group, they were able to pool information to arrive at some generalizing and conclusions about materials and techniques. I felt the most exciting learning took place when each student had the chance to apply his or her ideas practically (pattern design) and to evaluate the results.

Initially, some of the practical experiments did not work out as well as the students thought they might. They learned from their failures; they adapted and modified designs until one worked. I learned from their failures, too. It would have saved many frustrations if I had stepped in and suggested easy solutions, but that would have defeated the whole purpose of teaching thinking and problem solving--to build successful independence.

CURRICULUM: HEALTH
SCHOOL: DIXON JR. HIGH
LIFE SKILL: POSITIVE INTERPERSONAL RELATIONSHIPS
COMMUNICATION

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JON WINGET

* * *

PURPOSE: To show how destructive negative labels can be in interpersonal relationships, and also to have students experience the skills of positive interpersonal relationships through this activity.

Situation prior to problem

SITUATION: The past few weeks I spent some time observing what it was about those junior high school years that made it so difficult for young people to "survive socially" and "make it through another day."

Problem

After a few days of serious thought, I realized that often it is the "labels" they believe they must live up to--plus those negative "labels" they constantly fight to avoid--that cause much stress.

Coaching

Freedom responsibility

I began by asking for seven volunteers to help me plan an exciting party. They took their seats at the front of the room in a circle. I told them we had to have a party to end a good year. "The principal is going to give us $500, and you are to decide how it is to be used and what activities we are going to have."

Coaching

Before the planning began, I went around to each of the volunteers and placed a piece of tape on each of their foreheads. Each piece of tape said something like, "I'm stupid," "I'm very intelligent," "Ignore me," "Disagree with me," "Ask for my ideas," etc. They were told not to tell each other what was on the other person's forehead but treat them according to the label.

What resulted was really something to see and hear! The person I selected to be the class president--highest in command--was given the label, "Disagree with me." This was frustrating for him because he anticipated respect and confidence from his peers. Instead, he heard comments such as: "I don't like your idea; in fact, I would like Cindy to be the leader of this group." "I disagree with your idea; your ideas are always dumb."

Barriers to interpersonal relationships

Other comments that were made resulted in corresponding feelings. The individual needs of those people having negative labels were completely overlooked and put down.

Communication improperly used

Communication
Listening to others
Concern for feelings of others

"I don't think we should let Ralph help. The decorations committee needs people who are creative and can make decisions." Some comments were very useful to clearly demonstrate positive interpersonal relationships. "I've listened to your idea, Jan, and I think we should consider doing it." "I would like to hear your ideas, Jerry, since they are always good."

Warmth demonstrated

At the end of this planning session, I was confident that two things became very apparent to all:

Smile could be seen

1. Each member felt as important to the planning of the party as the others made him or her feel.

Letting others shine

2. Other people's feelings are directly affected by how we treat them.

Coaching

At the end I asked students to go around the circle and guess what their label said. Those with positive labels said things like, "I think mine says 'I'm important.' I could just tell by all the conversation that what I said and did was important to others." I asked the class at this point, "Would you say this is how we all would like to feel?" Their answers were a unanimous "YES."

Practicing all as the subskills to interpersonal communication

I told the class that we all need to be more concerned about how we treat others as we try to develop positive interpersonal relationships. The first step in developing this awareness is to avoid "labeling" others the ways in which we so often do. Students were asked to finish planning the activity, practicing these interpersonal relationship skills without labels. An amazing difference was noticed.

ANALYSIS: These students were practicing the skills of positive interpersonal relationships and communication all through this party-planning session. They were verbalizing some of their ideas to others in the group, and others were responding. The positive interpersonal relationship skills were emphasized and practiced as students responded to the positive labels with respect and concern for each other's feelings by listening to the others intently and giving others a chance to shine. For example, "I would like to hear your ideas, Jerry, since they are always good."

CURRICULUM: HEALTH
SCHOOL: DIXON JR. HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS
LEADERSHIP/FOLLOWERSHIP

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JON WINGET

* * *

PURPOSE: To find a teaching tool that would help students develop communication skills; practice positive interpersonal relationship skills; and, most of all, get them to think through the social and physical consequences of alcohol abuse so they could begin to make mature decisions about alcohol.

SITUATION: During the past two weeks, I found myself telling my students what _I_ felt was important about alcohol abuse. However, after attending this workshop and becoming aware of some maturing skills through the workshop, I returned to the classroom convinced that there were more effective ways to teach my lesson objectives.

I began by showing a film about a young boy named Rick who was run over by a neighbor while intoxicated. Rick died from his injuries.

Coaching

I spent hours preparing a court case involving a defendant, ten witnesses, a jury, a pair of prosecuting lawyers, a pair of defense lawyers, a judge, etc. Before we saw the film, I informed the students that we would enact a court trial with students as participants.

There was great excitement as students conversed in the halls of Dixon Jr. High: "I'm the prosecuting attorney! Who are you going to be?" One class period was given to the defense and prosecution to prepare their cases. I wanted to observe the leadership-followership skills in practice so I sat at my desk and listened. There were a few who had a difficult time accepting a followership role when their "bag" was making all the decisions. On the whole, though, there was some excellent practice of these skills.

The lawyers were really enthusiastic because of their commitment to the project and also, I confess, because I offered a little incentive to the winning side--100 extra points.

Present problem clearly.
Shows interest & concern for either group member.
Stimulated enthusiasm for the problem.
Setting a timetable in which work is to be completed.

The lawyers had to group their team together and suggest overall objectives of the defense or prosecution team. The lawyers took time to hear each witness's story and gave them clues as to how to make their story even more convincing to the jury. This helped to make each individual feel an important part of the group and stimulated more enthusiasm. Often, a member of a group would say something like, "I have a great idea; how would it be if I told the jury . . . ! I heard this several times during each class period; and often the reply was, "Hey, that's a good idea. Write it down so you cam memorize it for tomorrow."

Follow through

At the end of class, some lawyers made sure they had each team member's phone number so the parts could be rehearsed.

Devotion to group details

ANALYSIS: I was quite interested to see how many of the group members not assigned to leadership roles would respect and honor the position of lawyer. Some felt threatened by the position at first but were convinced shortly that it was to their advantage to support each other in the interest of the outcome of the trial. Many group members volunteered their ideas willingly and enthusiastically showing their commitment to the group goals.

Follow instructions

Much of the success of either side was dependent upon how well the team members were coached by the lawyers and how well each member followed instructions decided upon. For example, often a particular questioning dialogue was decided upon. When they approached the stand, if the story changed just a little, so did some of the implications.

Communication

As the court case developed, I saw students--not the teacher--discussing the problems associated with alcohol and heard suggested solutions.

Inferences were made as to the social and emotional effects of alcohol. The lawyers and witnesses helped the class not only see the issues involved but, again, some of the invisible consequences. All of this was done so that each student could, in the end, make a better choice about alcohol. I believe this was a very successful experience.

CURRICULUM: ENGLISH
SCHOOL: FARRER JR. HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS, PROBLEM SOLVING, DECISION MAKING

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JUDY ROBINSON

* * *

PURPOSE: To help students make good decisions regarding acceptable behavior and to let them know they are liked as people regardless of behavior.

SITUATION: Jeff, an 11-year-old boy, constantly talks and disturbs class, bothering not only me but others. I proposed, with his help, to solve this problem.

Interpersonal relationship
Open, honest communication

Giving and receiving

I approached the boy on a one-to-one and stated the problem: "Jeff, we have a problem." Jeff refused any ownership so I restated the problem: "Jeff, I have a problem." He was a little more willing to listen to me after I made this statement. We chatted back and forth about how I felt about his disturbing; and he talked freely about some things that really bugged him, one being teachers who always get on his back. I admitted that was a legitimate gripe.

Clarification, ownership

After about ten minutes of bantering back and forth, he was convinced that maybe I was sincere and willing to share and help with the problem; that seemed to make him feel good about his part ownership of the problem which he was willing to now accept.

Decision making problem solving

What can we do? Jeff's suggestion was to be moved to another seat. I agreed. Another suggestion was to remove one citizenship mark (demerit) after three days of good behavior. I reluctantly agreed to that. My policy has been five days of good behavior before removing citizenship marks.

Mutual respect and support
Alternatives discussed

We both felt the above ideas would work; but if by any chance they didn't, he would allow me to take any action I saw fit.

Up to now his behavior has improved considerably. He is my friend. I like him, and he seems to like me.

ANALYSIS: By showing concern and warmth and by the teacher being willing to give in a little, Jeff finally was willing to own a portion of the problem, recognizing the difference between what is and what ought to be. The outcome: a teacher who realized there is another point of view and a student who, after some coaching, was willing to help alleviate the problem, realizing there are others' rights which should be respected.

CURRICULUM: MATHEMATICS
SCHOOL: DIXON JR. HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: PATRICIA WRIGHT
(CORNELL)

****

PURPOSE: To help students solve interpersonal relationship problems through the use of a simple contract.

SITUATION: "Help, help, the constitution isn't helping this student!" There are not enough rules in the world to cover every situation, every problem, or every student. My solution is a "contract" between the "trouble spots" and the teacher. In my fourth-period class I have two students who, for whatever reason, love to fight. Chance (boy student), by teasing Tracy, could always get a good fight going by the end of the period. This went on for one solid week. The problem was clearly defined by then--a definite conflict of two people in need of some interpersonal relationship skills.

I set the two aside from the rest of the class, had them define the problem, and decide who owned it. The dialogue went as follows:

Teacher: "What's the problem?"

Tracy: "Chance keeps bugging me. He won't leave me alone!"

Chance: "Yeah, I bug her; she's fun to tease."

Teacher: "Sounds like you two have a problem. I think I should let the two of you work it out and write the results on a 'contract.'" (I handed the familiar document to both students.)

Chance: "That won't be necessary; I'll write one up. It's me who's disturbing the class."

Teacher: (In shock!) "Okay, Chance."

Unbelievable! A solution to a week-old problem in 30 seconds! I admit that this is the fastest solution to a problem as difficult as this one I have ever had. Why? I can only guess that our previous groundwork together on such problems made this solution readily apparent to all parties concerned. There's hope for the constitution after all.

ANALYSIS: My contract has three details I feel that most educators overlook when trying this approach:

1. It has a time limit. Chance felt he could only comply with the current promises and rules for two weeks. Knowing his temperament, this is probably an eternity for him. (It has been three weeks now since the "contract" was made. Chance has kept it.)
2. "Consequence." In real life there are consequences for broken promises and rules. For this to be meaningful to Chance, he had to define his own punishment if he should break his contract.
3. Totally owned student problem--not class; minimal teacher.

CURRICULUM:	SCIENCE	GRADE LEVEL:	EIGHTH GRADE
SCHOOL:	DIXON JR. HIGH SCHOOL	INSTRUCTOR:	R. DEAN JOHNSON
LIFE SKILL:	INTERPERSONAL RELATIONSHIPS, DECISION MAKING, FREEDOM AND RESPONSIBILITY, PROBLEM SOLVING, LEADERSHIP-FOLLOWERSHIP		

****

PURPOSE: To develop a series of situations in which students could practice the skills listed above.

SITUATION: I have been frustrated for a long time in trying to meet the needs of a whole class at the same time, be they academic or emotional. Some kids want almost everything explained, some want very little explanation. Some like lots of attention, others a small amount. In addition, there are a few students who just like to spend their class time visiting and playing. So the problem could be stated thusly: How does the teacher first provide for the many individual differences found in a classroom and still move ahead with meaningful instruction? I had one class of fairly typical kids who seemed to work well together, so I decided to try a new approach with them. It included some of the life skills we have been learning.

SETTING & PRACTICE: Classroom, 8th-grade science
"Students," I began, "the past few weeks I have been meeting with a group of teachers each Saturday. We have been learning some wonderful things which all of you know about as well as teachers, but we have found we don't often do these things very well. Yet, how well we do them has great influence upon our happiness and success in life. These things are like reading--in order to do them well, we must be taught. Do you want to know what they are?" All expressed an interest, so by leading the class along, we came up with the list of life skills. "Now," I continued, "are these skills you would like to develop?" They indicated they would. "Well," I said, "I wonder how we might best use our class to work on the skills? We would need to continue our regular learning, but maybe we could create a situation where the skills would be part of our work." This problem seemed to go beyond their level of experience, so I made some suggestions. "Maybe we could work in groups for the next unit. Would you like that?" "What would that do?" they replied. "Well," I said, "let's see. Whenever we have more than one person working on a problem, there must be many ideas expressed. Some of these will work, some will not. A few will be accepted, while more will not. There must be a goal to which all direct their group-centered efforts. Some members of the group will need special help. There must be a leader and more followers. In order for the group to function as a unit, each must feel important. You see, the group becomes a micro-laboratory to practice the life skills while at the same time moving toward the goal of learning. Now," I continued, "are there other ways we could better learn or practice the life skills while still continuing our regular learning?" There didn't seem to be much response, so I allowed them to vote on whether they would like to go in groups. The vote was overwhelmingly in favor of the group work. "Good," I said. "Now we must decide our course of study or objective as far as our lesson material is concerned. We have covered the basics pretty well so with only a few

Problem solving
(decision making)

Problem
clarification

Alternatives

Choice

Problem solving
(decisions)

Alternatives

Choice

exceptions, we could choose almost any unit you think you would be interested in." There were several suggestions, and we explored a few pros and cons of the units suggested. Finally, after some discussion, it was agreed that the class would do a unit on heredity.

Problem

Problem (decisions)

Alternatives

Compromise

Freedom to choose group

Responsibility to work

The next problem centered around the unit itself--how much material was to be teacher-imposed and how much freedom the kids should have in learning what interested them in the unit. Finally, after discussion, I told them there were certain things I felt they should learn. They could then go beyond these if they so desired. In addition, I told the class they should expect to pass a standard test at the end of the unit; and finally I gave them a time limit when everything would have to be handed in and a test would be given. We now had to clarify my role. "Students," I asked, "how can I be of most help to you? Would you like me to spend much or little time in class explanations?" They didn't want me to take any class time for explanations, but I knew the subject was hard so we finally agreed that I could use ten minutes of class time. Finally, we had to structure the groups. I suggested they could form a group of their choice; and as long as they worked well, I would not interfere. I cautioned them to remember our skill areas and told them I would expect a report on this as part of the unit work. With this, they separated and went to work.

Now came the practice and development in the other skill areas. They were free from immediate teacher supervision. They could talk and move about and were not all working on the same material. Furthermore, they could go to the library in small groups or use some of the equipment if they desired. At the same time, they had the freedom to call me over to their group or come up to the desk for consultation. At the same time, they knew they should usually be working and that they did face a deadline for completing certain material upon which they would be graded and tested.

Interpersonal relationships

Followership & leadership

This goal-directed, group-oriented work required that they make decisions. What should we study? Who should do what? How long should this take? Should we study together? What happens if one of our number "goofs off"? These and other questions had to be resolved for both the good of the group and the good of the individual.

Problem solving

Coaching with practice

The practice came about each day when they came in to go to work. Sometimes, they would need help; and while I tried not to be obvious, I still knew what was going on. I circulated through the class on occasion looking at the work and talking with group members. I gave encouragement whenever I could but sometimes had to give direction. In addition, I reminded the students of the life-skills areas we were working on.

Results

At the conclusion of the unit, I read the comments written by the students. For the most part, they liked the freedom of group work. The written work was creative and quite well done. However, their test scores were lower than I had hoped they would be. In the skill areas most students expressed a positive feeling about the experience. They considered that the group work had given them more freedom and that they did behave responsibly. They expressed concern for their fellow students and told me things they were doing with their friends and family that showed this concern. Furthermore, they indicated they were aware of the leadership-followership roles and some were frank to admit they were one or the other.

ANALYSIS: As a whole, I think the experience worked out well. I was concerned with the low test scores so I did a follow-up exercise which corrected this by doing two things differently: (1) provided a sufficient length of time for the unit; and (2) teacher gave more structure to the unit. On this unit, my "groupies" scored the highest test scores of all my students. From my standpoint, I liked the experience because my time was more devoted to the individual needs of the students. This included not only academic areas, but personal as well. I actually had time to get to know my students on a more personal level.

However, there should be a note of caution interjected. Some classes could not function well in this setting. This is mainly due to the fact that in some classes there are too many students not interested in working. To allow them to work in an atmosphere of increased freedom is an open invitation to wreck the class. In summary, the group-type approach is good but must be used selectively.

CURRICULUM: LIFE SCIENCE
SCHOOL: DIXON JR. HIGH SCHOOL
LIFE SKILL: INTERPERSONAL RELATIONSHIPS
RESPONSIBILITY, COMMUNICATIONS,
PROBLEM SOLVING

GRADE LEVEL: EIGHTH GRADE
INSTRUCTOR: R. DEAN JOHNSON

****

PURPOSE: To instill responsibility and the ability to find a solution to problems such as tardiness.

SITUATION: I have a girl in my first-period class who has come in late about one-half of the number of times she has been present. She is bright, pleasant, and a good worker but simply cannot get to school on time. I tried everything I could think of to correct the situation including point deductions, trips to the counseling center for official attention, special assignments, and many other things; but nothing worked. She continued to come in late. I had reached both my limit of patience and my ability to solve the problem, until I gained additional insight during the life skills workshop.

SETTING: First of all I invited Nadine in for a little private talk. "Nadine," I began, "I have a real problem with your tardiness. I don't know if it is a problem for you, but it certainly is with me." "Yes," she interjected, "I know coming in late bothers you." "Well," I said, "since you appear willing to help me, let's see if we can first determine why you are tardy. Can you help me understand more clearly?" "Yes," she replied, "I have to fix my hair, and then sometimes I just don't wake up in time to get to school before the late bell rings." "Are there other things?" I rejoined. "Yes, often our car doesn't work so when I wait for my father to get it started, I am late." So we summarized the problem thusly (tardiness is caused by):

Problem

Again stated, but to her

1. Nadine doesn't wake up on time.
2. Nadine requires a lot of time for personal preparations.
3. Nadine depends upon her father to bring her to school, and he is also late.

"Now, Nadine, do you agree that these items represent the reasons for not coming to school on time?" "Yes," she replied, "those are the reasons most of the time." "So," I began, "it now remains to set up a plan which would be helpful to both of us. What do you suggest?" "Well," she said, "I could check my alarm before going to bed and also have my mother be sure I get up on time." "Fine," I said, "now what about the beauty treatment? Is there a solution to that problem?" Thoughtfully, "Yes, I could hurry a little more and maybe do a little less and also get up 15 minutes earlier." "That sounds really good," I replied, "and now we have only one other item, which is your father and his car. How far away from the school do you live?" "About seven blocks," she answered. "Well, if your father's car is not dependable, is there another alternative to getting here?" I questioned. "Yes," she replied, "I could walk. It's not that far." "Good," I said. "These are good solutions. Let's try them this next week and see what happens."

Framework to implement practice

I found out later that she had taken her plan home and discussed it with her mother. I didn't bring the mother in earlier because I wanted the girl to become responsible for her own behavior. However, it was good for the mother to help in implementing the plan. Now she had help from home in accomplishing her goal. Again, this is the result of communication and some interpersonal relationship.

Practice

Parent is practicing and some responsibility

The next day she was late again, and I thought we had struck out; but the counselor came along and explained the mother had called in to explain her tardiness. The explanation was reassuring, and I was satisfied. The girl has not been late since and on occasion is even waiting by my door as I arrive at my schoolroom. Each day that she arrives on time is a continuation of the practice.

ANALYSIS: So far, the solution is holding. I think it helped to clearly state the problem her tardiness was creating for me. She could perhaps see more clearly that others were being made unhappy because of what she was doing. Because of this, we are communicating better, Nadine is happier, and the feeling within the class has improved.

CURRICULUM: HEALTH
SCHOOL:
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: EIGHTH GRADE
INSTRUCTOR: DREW BOLANDER

****

PURPOSE: To help students develop a better feeling toward each other so that the time spent in the class will not be wasted because of the disruptions of one student.

SITUATION: The situation was an 8th-grade health class. The main actor was a girl who would do just about anything to gain attention, to overpower the class, or to scuttle whatever was being done in the class. She would make it a point to come in late; and when she did, she was very loud and boisterous. She would shout out some sort of an excuse from the back of the room, making a great deal of fuss as she made her way to her desk to sit down. She would do other things in class to gain attention such as shouting, "Can I go to the bathroom?" "I'm sick; I want to check out." "I have to go down and see the principal"--just anything to disrupt the class. She would make gestures such as throwing books or wadded-up paper on the floor. She was constantly walking up to the garbage can, sharpening her pencil, or just staring out the window. Seemingly, as long as she had the attention of the teacher and the students, she had accomplished her goal.

Students really complained about it. They said it was disrupting their chances for learning, they were missing things in class, and they wanted to know what could be done about it.

I checked with other teachers and found her behavior the same in all her classes except P.E. I also checked with the office records and found her behavior had been a problem off and on for quite some time. I could see that she was capable of controlling herself when she wanted to, and this was an eye-opener for me.

One day when she was absent, I had a talk with the class and asked for their input as to what we could do as a class to change this girl's behavior and get her to participate in a responsible manner. I listed all their suggestions on the board without adding my own ideas. A variety of things were listed such as checking her out of the class, telling her she was not wanted, telling her she was free to leave if she couldn't be quiet, and so forth. What we finally decided was that we would totally ignore her behavior and no more would we acknowledge it. No more would I tell her to sit down or be quiet. We would just ignore the fact that she was even in the class. Everyone agreed to do this. Some felt it might be kind of cruel, but it was felt by the majority of the class that this would be the best thing to do. I emphasized to the class that it was out of concern for her education as well as the others in the class that we solve this problem together in an effort to make this class a good learning experience for everyone concerned.

We did follow through with this and ignored her behavior. We could see that this upset her quite a bit, and she tried even harder to get our attention. The students and I "hung in there." She continued her actions until finally, three days later, she decided she had to try to do something to really make us pay attention to her. She came into class late talking, yelling, raising her hand; and as I refused to call on her, she finally stood up and yelled out, "I'm sick." We just went on with our lesson, and pretty soon she made a motion in which she appeared to pass out on the floor, scattering desks and making a real show. The first impulse for all of us was to run to her aid which we did not do. Seeing no sign of palor or the other obvious signs of unconsciousness, I quickly motioned the kids to stay put; and they did. We just went on with the lesson as she lay there on the floor. About five minutes went by; and she finally stood up and said, "Gee, a student could die before he would get any help from this class." Then she sat down. From that point on she came in, and there was no problem. She never again tried to gain the attention she had before. The class seemed pleased and sincerely began warming up to her and accepting her. She started coming to class on time, participating in the class discussions, and working with us.

ANALYSIS: By the end of the term, as I sat down and talked with her, she felt the only possible way she could get people to notice her was to be loud and boisterous; and she found through this experience that she was able to be herself and have others accept her. I was pleased that the class was willing to pull together to solve the problem. They cared enough to want to help her as well as themselves. We ended with a good class in which we accomplished much. Also, students learned that sometimes helping someone else requires courage in addition to caring.

CURRICULUM: MUSIC
SCHOOL: FARRER JR. HIGH
LIFE SKILL: FREEDOM & RESPONSIBILITY
THINKING, PROBLEM SOLVING, & DECISION MAKING

GRADE LEVEL: GRADES 7 AND 8
INSTRUCTOR: STEVEN STANFILL

* * *

PURPOSE: To use guitar instruction as a vehicle for teaching freedom with responsibility, thinking, problem solving, and decision making.

SITUATION: At the end of a semester of work in my junior high guitar class, I have the students do a special project that is unique within the framework of the class. It is to meet, basically, four criteria:

1. It must break or "wean" students from their textbook experience of the class and teach them that they are capable of learning 90 percent of the popular music published commercially today.
2. It must teach the students that they are solely responsible for their own musical growth and development and give them practice in creative problem solving and decision making to that end.
3. It will give them creative freedom and teach them the relationship of that freedom to the responsibility in #2 above.
4. It should stretch their musical skills.

I call this project the "Individual Performance Project" which stresses the individuality and freedom involved in the assignment, whereas up to this point in the curriculum "keeping up with the class" is most significant. The following ground rules apply and are the criteria for grading:

Notice relationship to 4 statements above

1. The piece played must not be from a school source or textbook.
2. It must be a solo performance.
3. It should stretch the individual's technique, whatever his or her level may be.

Coaching on life skills

After I present the rules, it usually takes some convincing to make the students own the responsibility for the project. "What kind of piece may we do?" "Anything, as long as it stretches you musically and you are capable of learning it in the prescribed time limit." "Where will I find it?" "A music store (I give them specific recommendations), your parents' music collection, a friend's house, within your own creative mind, etc.--*ad infinitum*." "Do we have to sing?" "Only if the piece you choose requires it."

Practice of life skills framework

Most students, after they are convinced they are totally responsible, respond by doing great things. I set time limits for them to have the piece chosen, and then a final time limit is set for the performance. After each student has chosen a project, much individual coaching occurs for each student to be able to practice, polish, and perform. Many practice long hours at home to learn their piece. Some students have even composed their own work. Some (10 percent) simply don't respond to this challenge and can't accept the responsibility, but most students learn that they have the skills and tools to learn 90 percent of popular guitar music published today and that they can continue to work on a very satisfying repertoire after their class experience is finished. Most also realize that if those good things with the guitar are to happen, they alone must pay the price.

ANALYSIS: The "Individual Performance Project" can be an effective tool within a music curriculum for teaching these skills. It can be effectively modified to function well within other academic areas. Ownership might come easier if students are involved in planning the event and making the "rules."

CURRICULUM: HEALTH
SCHOOL:
LIFE SKILL: USE OF FREEDOM & RESPONSIBILITY
PROBLEM SOLVING

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JON WINGET

****

PURPOSE: To establish a group process in which students solve the problem of tardiness in a setting of freedom with responsibility.

The problem

SITUATION: During the past eight years of teaching junior high and high school students, I have wrestled every day, month, and year with the problem of tardiness. In fact, I feel that I have been so unsuccessful that my effectiveness as a teacher has been in jeopardy. On the other hand, the practice of recording tardiness weeks in advance of the punishment cannot be effective in the lives of seventh graders.

I finally decided the method to use might be the one we have been talking about in our special workshop; i.e., let the students know the problem and get their help in solving it. The following is a brief account of the classroom procedure:

Defining problem
Coaching

"Now class, I have a problem. Your parents, our principal, and your teacher expect you to be in class on time. As your teacher I support this rule, and I feel each of you should. However, there are many among us who do not pay much attention to it."

Looking at relevant vs. irrelevant concepts

We discussed possible reasons for the rule and the consequences which might result if we didn't have such a rule. The discussion supported the need for such a rule.

Seeking for information

Coaching

Inviting participation in problem-solving approach

I told my students I would need to enforce the rule and that I wanted them to help me select a method of enforcement which would require (1) each student to accept full responsibility for his or her actions; (2) that all of us work to obey it; and (3) that a note from home indicating a valid reason for tardiness be provided by the student; otherwise, he or she should accept the consequences immediately.

With this, the creative minds of 36 students were unified to help solve a common problem which I had not been able to solve in eight years. (At this point I want to remind the reader that I teach health, and our solution may not work as effectively for other areas.)

A variety of suggestions were made. Those that did not satisfy the three requirements I established as the coach were eliminated. One student suggested we are all late once in awhile because of unpredictable circumstances (locker trouble, for example). We agreed that whatever the circumstances we should tolerate one tardy per term.

Decision now has home

Suggestions came more rapidly as students realized they would have to accept the consequences for their actions.

Inventing solutions

One student suggested physical exercise as a consequence for tardiness. After considerable discussion, the following tardy policy was adopted by the majority of the class:

A student found to be in violation the first time will "exercise" the consequence by completing 20 push-ups or sit-ups in the back of the room directly after class that day. No grade penalty will be assessed.

The second offense will result in 40 push-ups or sit-ups with no effect on their grade.

The third offense will require 50 push-ups or sit-ups, the parents will be notified of the problem, and further tardies will bring more serious consequences.

I was excited to go through this experience and see the enthusiasm of students in an activity in which they had a choice. Now it was not my rule, but ours! I was comfortable with it and so were the students. I even had some positive comments from parents and faculty.

ANALYSIS: We recognized we had a problem. We brainstormed alternatives. The students eliminated those ideas that did not comply with the criteria agreed upon earlier.

Together we invented new solutions, and they were verbalized. The plan was carried out, and now students have reasons to be on time--they want to avoid the consequences of being tardy.

Finally, in my classroom, freedoms and responsibilities were more closely related in the minds of the students.

CURRICULUM: ART
SCHOOL: FARRER JR. HIGH SCHOOL
LIFE SKILL: FREEDOM AND RESPONSIBILITY
DECISION MAKING

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: ALLAN LEWIS

****

PURPOSE: To show how letting the students help decide what the class will do helps to foster use of freedom and responsibility, decision making, and helps to create an involved, productive atmosphere.

SITUATION: At the beginning of this week I told my first three classes that I had been thinking of several different units that we could do during the second to last week of school. I wrote these on the board:

1. Drawing (outside)--choose specific things to draw outside.
2. Water color (present the basic techniques; have students practice and do some compositions).
3. Design (combine the characteristics of a leaf with (a) butterfly; (b) fish; (c) monster).
4. Perspective of a city (drawing).

Then I asked for their suggestions and input.

First Period: Decided they wanted a choice between the design unit and the perspective unit.

Second Period: Decided on the watercolor unit.

Third Period: Wanted to do a final drawing of their own choice. (I was hesitant on this one because experience had taught me if students do not have a more concrete assignment, it usually flops.)

Freedom opens the door to responsibility

As a coach, I merely pointed out alternatives and tried to let them know what each alternative was about. I gave them freedom to suggest other alternatives and to decide which they wanted to do. I told them that I expected quality work and tried to set a positive, motivating atmosphere. I provided help on an individual basis throughout the week to help guide them and keep them going.

ANALYSIS: The main thing I was impressed with was the involvement of the students with their projects. I feel that students respond more positively when they help decide what they will be doing. It is like you are saying, "I think you are mature enough to help decide what we will be doing in class."

CURRICULUM: SCIENCE
SCHOOL: FARRER JR. HIGH SCHOOL
LIFE SKILL: FREEDOM & RESPONSIBILITY, LEADERSHIP, FOLLOWERSHIP, POSITIVE INTERPERSONAL RELATIONSHIPS, THINKING, PROBLEM SOLVING, DECISION MAKING, COMMUNICATION, RECEIVING AND EXPRESSING LOVE

GRADE LEVEL: EIGHTH GRADE
INSTRUCTOR: GOLDEN ADAMS

* * *

PURPOSE: To bring to each student as many of the life skills we had discussed in our workshop as practicable.

SITUATION: Little did I know how much extra time it would involve. Before the unit began, we discussed some of the skills--specifically, freedom and responsibility, leadership and followership, positive interpersonal relationships, thinking, problem solving, decision making, and communicating. I also explained a few things dealing with concern and delved into both expressing and receiving love (but I called it concern or caring).

Responsible decision making

Our last unit for the year was a six-day laboratory unit on Logic Circuit Boards. The students were to simulate various types of circuits as they applied to soda pop machines, car doors and dome light, airplane canopy and seat ejection, various types of circuits in a home. After explaining what we were going to do and having a class discussion on the various life skills mentioned above, I explained that I would try to point out when these skills were practiced and help the students practice as many of them as possible since these are essential to being good citizens and successful people. Each class decided they wanted to choose which group they would work in for this unit. Due to the time limit, students were given only five minutes to decide, knowing that only three students or less could work on one LCB (logic circuit board); and we only had eleven boards. Most classes have from 28 to 32 students. The problem came when the students began to realize that they could not possibly work with whom they decided at the spur of the moment. As I asked questions to help them conclude that some teams would be better than others, after ten minutes each finally had decided who was in his/her group.

Leadership-followership

Once the LCBs were assigned, another problem occurred. How could each of the teams have an opportunity to plug into the circuits and switches until they decided to take turns or work together? Some groups quickly determined who would lead out, how they would work together, and who would be the leader when they came to a situation where they needed to work together in the simulations. While some teams quickly solved their dilemma, it was necessary for me to do some coaching.

It was in these groups I did most of the coaching. Time was going quickly, and these students were not accomplishing the tasks at hand. Some wished only to plug in wires, not knowing what they were doing. For these people, it became necessary to point out that they were failing to get the work accomplished; but more important, they were not gaining much in practicing skills we had discussed.

Freedom and responsibility

Communication

Together, the team decided that if they were going to get along, they would need to determine the leadership-followership roles; and in order to have the opportunity to do what they wanted to with the LCB, they first had to accomplish the required circuits before going on to extra-credit work. My role was to try to help them see the need to complete the assignment required before they could successfully choose and accomplish the extra-credit work, if they wished to do so. Some of the students were frustrated and were quite verbal. When this occurred, I tried to allow them to express themselves and verbalize either to me or to the group by helping them determine alternatives to the frustrating problem at hand.

One student, during the course of the unit, was not doing what he had been asked to do and was almost to the point of being destructive as far as the equipment was concerned. I expressed to him that if he continued, I would need to give him a text assignment and not allow him in lab. When his behavior did not change, I gave him the assignment and separated him from the class. He refused to do it, threw the assignment into the wastepaper basket, and placed the book on the shelf.

Expressing love

I indicated to him, privately, of my concern for him and for his behavior; but if I could not help him because he didn't want me to (which he didn't), I at least wanted him to understand that I liked him, that I cared--even if he didn't--so much so that I couldn't allow him to get away with it. I would not be able to give him credit for this unit. He agreed that was a fair decision but that he didn't care. I have tried almost every means I could think of--even contacting his parents--but it has not made a change in his attitude. I hope I at least conveyed that I care! What a frustrating experience!

Freedom and responsibility

Another experience in a different class gave two students a very meaningful experience in their minds as to what we meant by freedom and responsibility. The students had been told that they were responsible for the equipment and that each wire and light was worth one full grade if lost or destroyed due to carelessness. Of course, they were free to use the equipment but needed to take care of it.

On one particular day, Jennifer and Brent hurriedly "stuffed" their wires into the top of the LCB. When it was opened by the next class, one of the bulbs had been broken.

Communication

The next day I expressed concern that they hadn't taken care of their equipment properly, and they expressed their feelings that they didn't think they had mistreated the LCB. I told them that if it occurred again, we would have to determine some type of action.

The next period, when the LCBs were checked out to the next class, a second bulb had been broken!! Brent, Jennifer, and I discussed

Interpersonal relationship

Responsible decision making

the problem and decided that either a full-grade cut or replacement of the light bulbs would be in order. They decided to pay for the bulbs and no further problem occurred. We discussed briefly the skill of freedom and responsibility as it pertained in this case.

Tomoo has been an "A" student in all his classes this year. This unit on LCBs, however, just stumped him. After the third session's task was explained, he came up to the front of the class, threw his papers down on my desk, and said, "I don't understand how to do this stuff!"

I could easily have said, "When you quit being so frustrated and try to understand, you'll be able to get it." I didn't. Here was an opportunity to show him I cared.

Coaching

I spent as much time that class period as I could, with everyone calling, "Mr. Adams, I need you to come help me." He was still frustrated when the class ended. I had taken a few minutes to leave the room and eliminate my frustrations to a fellow science teacher--something to the effect that "Tomoo screamed for help but was not open to my assistance."

Receiving love

After Tomoo left the class, my colleague told him that as soon as he would recognize it was his own fault that he was frustrated, he would be able to rise above it and understand the concepts we were teaching. His problem was that he wanted to know whys and wherefores that had no application to what we were teaching in the LCB unit.

Expressing love

The next day, Tomoo came into class, was receptive to help, and within ten minutes understood the previous three days' concepts. He immediately reciprocated by helping me explain the concepts by going to other groups in his class, helping them to understand his newly learned concept.

Later that day in the lunchroom, I shared my previous day's frustration at his frustration and pointed out to him that some students feel the way he felt on that day every single day they enter the classroom. For both Tomoo and me, this was a feeling and experience we will not soon forget. Tomoo experienced personal growth that day!

ANALYSIS: It is extremely difficult, if not impossible, to adequately analyze the subskills operative in the numerous skills expressed and experienced in a unit such as the one explained above. Whenever a person knowingly acts, some type of preconceived idea or result (even though it is only imagined) is always behind it. My anticipated outcome seldom occurred. Verbal expression, communication occurred in coaching and all other skills explained. Practice in recognizing problems and defining them clearly as in the case of Tomoo and others, applying solutions (some which do not work), and altering or revising them is inherent in each case cited above.

Individual worth of each student, confidence in himself, his concerns for self and others, and ability to provide leadership in explaining to others as Tomoo did are all interwoven to such a degree that it is difficult to separate the attitudes from the skills.

Followership was exhibited on the part of the students as they received Tomoo's concern for them and were loyal to him to the point that they accepted his help rather than that of the teacher.

CURRICULUM: ENGLISH
SCHOOL:
LIFE SKILL: FREEDOM AND RESPONSIBILITY

GRADE LEVEL: EIGHTH GRADE
INSTRUCTOR: SHANNON WEST

****

PURPOSE: To get the students to accept the responsibility that would come with increased freedom in connection with midterm grade slips.

SITUATION: The idea behind this experiment in my English classes was to try to get the students to accept the responsibility that would come with increased freedom in connection with midterm grade slips.

At midterm, our school encourages grade slips to be sent to parents of students having "Ds" or "Fs." I have found them largely unsuccessful in improving grades, so for about the last seven years I've called the parents (28 batches of calls lasting from ten minutes to one and one-half hours each) to personally discuss possible action to improve a student's performance. Other than making me feel I've done my duty, these calls have proved only slightly more effective than the grade slips. This midterm I decided to try another track. I decided to hold the students responsible for discussing their own progress with their folks!

After reading the students their midterm grades, I told them no calls were going home about their grades this time. The reaction was one of great glee, relief, and surprise: "Oh, good! Now I won't get grounded." "Hot dog! Now I won't have to answer the phone all week." This reaction was quickly subdued as each student was passed a form letter describing the current grade, number of book reports completed, assignments with zeroes, extra credit done, etc. These were given to all students, failing or passing, with the request that they take them home, discuss the contents with their folks, then return the signed forms to me within two days. If the parent wanted to enclose a note, set up an appointment, or call me, those possibilities were encouraged.

The price of
freedom with
responsibility

The students immediately asked what would happen if they didn't take the notes home or if they forged their folks' signatures. I asked the classes what they thought would/should happen in that case. When they came up with the idea that a "no return" or a fake signature should result in a punishment administered by me, I asked them, "Why?" Their answer was, "Those people didn't do what you told them to do." I replied, "*I* am not *making* you do this. *You* have the choice of doing *it* or not. It's your grade. If it needs improvement and you feel you can improve it without help from home, fine. If you can't, I assume you will at least try to enlist your parents' help in improving your work. Five weeks from now, I will not be around to nag or to check up on you. Your grade will not be *my* problem or my concern; it will follow *you* around in *your* files. It will affect you and, to a certain extent, your parents only. I typed up the form for you because it may provide a starting point for you in talking about your grade with those at home. I believe most of you will be responsible in handling the matter because you care about yourself, but you have the freedom to choose whether or not you will accept that responsibility." The idea that nothing would "really" happen if the letters weren't returned really upset some students. The ones most troubled over my "hands-off" policy were the students who were failing. Some of them agonized over it for a whole day and came asking me to please mail the letters since they couldn't face delivering them on their own. I told them no, that I knew they were able to handle it. Then I tried to get them thinking about what they might discuss with parents; i.e., possible solutions and alternatives, willingness to consider help and to try again after failure, resolving possible conflicts by compromising, etc.

Most of the letters came back--from the students who had loudly and openly suffered and from the other kids, reinforced by praises and warm fuzzies. I rewarded the letter returners with a smile and warmth but tried not to make it too lavish, as I wanted them to feel responsibility is expected from them as a matter of course--not as some rare and exotic accomplishment.

ANALYSIS: This experience was one that was hard for me to be part of. It is personally very difficult for me to set up an environment where a student may choose to "cut his own throat" and then to just step aside, hoping he won't. Since the situation called for student freedom and responsibility, however, I felt my role was to do just that--to state the problem, then move back and let the student make a choice (and live with the consequences of that choice). The students who faced the challenge and met it gained experience in dealing with conflict situations, in accepting responsibility, in working with compromise, in admitting a need for and accepting help, and in finding solutions and alternatives. They got a taste of the skills needed in the real world where they alone will be responsible for digging out of any holes they may have dug for themselves. The students who chose not to accept the responsibility, by and large, failed English for the term. I kept a record of who they were and discussed their choice with them when we discussed grades the last day of school. Most were disappointed in themselves and their choices. Perhaps they will choose differently next time.

CURRICULUM: MUSIC
SCHOOL: FARRER JR. HIGH
LIFE SKILL: GIVING & RECEIVING LOVE, PROBLEM SOLVING & DECISION MAKING
SUB-SKILL: NONVERBAL EXPRESSION OF FEELINGS

GRADE LEVEL: GRADES 7 AND 8
INSTRUCTOR: STEVEN STANFILL

****

PURPOSE: To help students use music as a means of expressing and receiving love with supporting activities intended to help students extend their problem-solving skills.

SITUATION: By every means possible in my curriculum, I try to teach my students to feel. Music is a special area in this respect. Music cannot, in my opinion, communicate concrete ideas or even concrete feelings in the manner that language can. It does, however, have the ability to evoke feeling in a way unique to itself. By definition, the aesthetic qualities of music are those which evoke feeling. As a conductor, I choose music with those qualities which are most likely to allow students to practice feeling.

Life experience

Thinking, problem solving, decision making

Coaching

Practice

A member of the select choral group at Farrer suffered a tragic and untimely loss of her father who was still a young man. Most members of this group felt empathy for Diane and, as her friends, wanted to show her that they, too, grieved with her in her loss. While Diane was not present, we discussed as a class the ways we could show her our love and sympathy, both collectively and individually. At all times the class kept what they considered to be Diane's best interests in mind. Many questions came up regarding the nature of our support--timing, how much. Is collective expression (card, flowers, etc.) appropriate or desirable? It was decided that we would arrange nothing as a group but that all persons would express their individual feelings to her as best they could without overwhelming her emotionally.

Practice

Coaching

Discussion of Russian text was done before the fact--weeks before

Practice

Accordingly, several students offered a great deal of individual support as Diane returned to the class the day after the funeral. The initial decision not to express collective empathy did not hold, however. The class was subdued as we began rehearsal. As we started to rehearse the pieces we were singing for an upcoming concert, many of the texts took on an entirely different aesthetic quality as each member related the words we were singing to Diane's loss. We began a Russian folk song. The text was written by a young boy who lost his father in the Great Patriotic War (World War II):

May there always be sunshine
May there always be blue skies
May there always be Mama
May there always be me.

Spontaneous giving of love and empathy--everybody

As we began that song, most of the members of the choir were unable to continue. We simply could do nothing but sob for about three minutes, and then we continued the rehearsal as before without saying anything about what had occurred. This was an occasion when the musical aesthetic was far superior to anything that could have been said. The members of the group had effectively communicated the way they felt, and Diane had understood.

ANALYSIS: By cultivating the ability to feel, I felt that I had been able to do some coaching in the skill of giving and receiving love. This was a special case--a "magic-moment" teaching opportunity--but this could not have occurred without a sound curriculum philosophy and base. Much class time was devoted to discussion of various aspects of the music. After the members of the group were able to vicariously experience what Diane was going through, only then did they completely understand. In addition, although the concept was not verbalized, students experienced music as a unique, powerful means of communication--mostly because I sensed its power to express love.

CURRICULUM: SPEECH
SCHOOL:
LIFE SKILL: RECEIVING AND EXPRESSING LOVE
POSITIVE INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: GRADES 7 & 8
INSTRUCTOR: SHANNON WEST

****

PURPOSE: To encourage students to verbally express love for another person.

SITUATION: The original purpose of the speech assignment was to encourage students to verbally express love for another person. As a result of the assignment, an incident came about that led into a teaching situation for interpersonal relationships as well.

One of my two speech classes had become prone to slamming, insulting, and griping. These verbal activities had been banned during class time, but they were going on both before and after class; and it was eroding the feeling of sharing and togetherness necessary for a performing arts class. I decided to try an assignment that might change the atmosphere and eliminate the desire to back-bite. The assignment was to prepare a five-minute speech either praising another person or criticizing them. No names were to be used if the speech chosen was one of criticism. From past experience, I felt most students would choose a praise speech because it's easier to give. I was not prepared for the emotional responses the speeches brought out in both speakers and listeners. I set the environment by beginning first with a speech describing a student I had loved and appreciated and wanted to tell but had held back. She killed herself later that year, so I lost the chance to tell her how special she was to me. A lot of students--many, hard-core discipline problems--followed with speeches telling why they admired, respected, and loved someone in their family. The class "wise guy"--an adopted child--pulled himself together twice before he told why he loved his father. He then went on to tell how he was told of his dad's accidental death by electrocution. He wept; we wept. When his speech was ended, the guy sitting behind him reached up and patted him on the back. The subjects went from kids who had been arrogant with their grandparents to abandoned sisters raising babies alone. The emotional atmosphere was as deep and unrestrained as I've experienced in eight years of teaching. Sometimes after a speech we just sat quiet. Sometimes class members told the speakers how the speech touched or taught them. Often, we cried together. For an age group often protective of self-revelation in front of peers, these kids let out all the stops. They expressed love openly, both in the speeches and toward other class members. As a teacher, I did very little in this assignment; I had simply become another member of the class.

For two days the feeling was one of such unified support and concern, I was totally unprepared for disaster. It came when one of the last speakers began his speech. The student was the class clown, joker, and teller of funny stories. He was one of the few to choose a speech of criticism. He began to describe an incident of a man abusing a child, when (incredibly) two of his girlfriends in class started to laugh and smile at what he was saying. The student told them it "wasn't funny," but they still smiled. The student immediately exploded and ran out of the room shouting, "I hate this whole __________ class!" We all sat there horrified. I couldn't believe the assignment had blown apart like that. The two girls burst into tears and wanted me to "go get him to come back." I felt he needed some time to cool off alone. (I wished the teacher would stand up and make it all better somehow, but I was the teacher!)

Finally, I opened it up for a discussion by asking, "How do you feel about what just happened? Why did it happen? What do you want to do about it? Do you feel you can fix it for John or have we, as a class, done a person permanent damage? (Idea that he tried to play a straight role, and you wouldn't allow him to be serious; you wanted the clown.) Will he risk being open again? Are you willing to accept responsibility for your harmful comments or action? Was it only the fault of the two who laughed? Did anyone else lend him support? What about tomorrow when John is back in class?"

Eventually the two girls involved decided to miss their next class (and possibly be docked for it), and they walked to his house to apologize. They got him to return to school and to come by my room for a talk. He was able to discuss how he felt about the girls, class, and his handling of the situation. The three walked off arm-in-arm. I felt exhausted. The class was tense the next day. John was silent and withdrawn. Finally, one class member stood up and gave John a shaky, scared apology for the whole class. The apology was accepted, but it was almost a week until the natural exuberance and easy feeling returned to the class.

ANALYSIS: It's threatening to open yourself up emotionally in front of a group. I felt the class took the assignment and made it into an extremely intense experience in love, trust, and concern. All seemed much older than 13 and 14 for the two days we gave the speeches. The experience produced the desired change in atmosphere as a whole; the class has remained unusually close since the assignment, and the slams and insults are rarely heard. Although I'd never wish for a rerun, the unplanned incident with the upset student probably taught the class more graphically than did the intended assignment. From it, they felt how fragile interpersonal relationships are and how frightening it is to be responsible for destroying a relationship of trust. They had a chance to practice problem solving, to develop concern for the rights of others, to help meet the needs of others, to help others save face, to handle conflict, and to listen.

As a teacher, this assignment was awesome and exhausting for me to be part of. It worked out well, but I'd think twice about doing it again without preparing the class for their responsibility to the speaker in terms of sensitivity. (We did this in the post-incident discussion; but if I'd done it earlier, the incident may never have happened! Sigh.)

CURRICULUM: ENGLISH
SCHOOL: FARRER JR. HIGH
LIFE SKILL: SHOWING LOVE AND CONCERN

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JUDY ROBINSON

****

PURPOSE: To reach a disruptive student by showing love, concern, and positive reinforcement to prove to her that she was a worthwhile individual with much to give.

SITUATION: A cute, redheaded seventh-grade girl, Tammy Beardall, has constantly caused problems in class by asking questions out loud, giggling, arguing with classmates, etc. She has built a barrier around herself that I have not been able to penetrate.

Evaluating problem

In the beginning, I would stop and wait whenever she disturbed, not identifying the source of the disturbance. Finally, I directed my attention to her. I talked to her on a one-to-one with NO success. Finally, in my frustration I checked with the counselor to find out that the home visits revealed a strong hatred by Tammy for school, teachers, friends, etc., and that she has a very poor self-image. She complains of headaches for which the doctor can find no reason.

Observing

Positive reinforcement

Love & concern shown by teacher

Tammy practicing showing love

Respecting rights of others

One day I noticed she was drawing a really neat cover of Pegasus, the Winged Horse, for her mythology folder. Knowing the talking bit had not worked, I decided to write her a note. "Hey, really neat cover you've created--so original. Tammy, I am sorry if I have made you feel bad. I have this thing about kids disturbing in class, right? I really like you!" signed, Mrs. Robinson. When she was not looking, I slipped the note into her folder to be found later. To this day she has not acknowledged the note, but she now lingers after class showing me some things she has done, and she now gripes to me about other people who don't understand her. She felt free enough to ask to be moved over by her friend. I agreed, as long as she felt she could handle it. After one day, she asked to be moved back stating, "She makes me talk too much." She certainly needs more positive reinforcement.

ANALYSIS: After the teacher backed away from the problem with Tammy and analyzed it closer, she realized that this girl was a special person who was crying out loud and clear for attention and love, getting it any way she could. It was important to give her that attention before she had to demand it. The teacher honestly let her know of her love and concern. Tammy responded, reacted slowly, but finally showed some love and respect for the rights of others.

CURRICULUM: MATH
SCHOOL: DIXON JR. HIGH SCHOOL
LIFE SKILL: EXPRESSION OF LOVE AND CONCERN

GRADE LEVEL: EIGHTH GRADE
INSTRUCTOR: R. DEAN JOHNSON

****

PURPOSE: To help one girl experience genuine concern and begin to express it.

Background

SITUATION: There was one girl in my math class that seemed to be not open to a caring type of student-teacher relationship. In fact, she would run away if I even started to move in her direction. Other odd behavior included sitting on the floor during class, coming in late, and announcing to everyone how much she disliked me. Other class members did not associate with her except for one person.

Setting and practice

This was a type of problem that couldn't be easily solved. I knew it would be impossible to simply tell her, "Okay, I really like you. You are important to me." So I decided to simply show her special attention in little ways. I expressed concern about her school activities, I inquired about family members, I complimented her on her personal appearance and, whenever possible, told her how well she was doing in math. There was no visible response. Except for one day, when I became downright angry with her and her friend for throwing paper in the classroom, I applied only the gentle pressure of example. I was kind when she had forgotten an item, came in late, or was unprepared. I gave a good report to her mother and the principal. In time, I was rewarded with a beautiful, brief, flashing smile; and however brief it was, I felt elated. Love or concern can be expressed with a smile.

Communication

Later, the school had a door decorating contest. She volunteered to head up our door committee which she did. She would arrive early, check on assignments to make sure everyone worked well, and the decoration was well done and on time. Furthermore, it was accomplished with little direction from me. We didn't win a prize; but I was nearer my goal, for she had shared with class members and even talked some with me. I didn't realize how far she had progressed, however, until she gave me a card to which she signed her name with the words, "Love, D."

Practice

Results

At this point--the end of the school year--she is behaving very well in class. She speaks to me, does not run if I move toward her; and what is very important to me, she will come up to my desk once or twice during the hour and sit next to me in a chair I have for students to sit on while I help them. In this setting, I help her with her work. In fact, she has done a complete turnaround as far as our relationship is concerned. I am pleased, and this improved relationship with one person has helped the whole class.

ANALYSIS: This required a patient effort over quite a long period of time. I am sure that gradually she could see I was not just an authority figure, but someone who was really interested in her. As soon as she developed a measure of trust, she could respond with similar positive feelings. However, as I previously stated, this could not have been something which I could talk with her about and then do--or even something to do and then talk about. It just had to happen and produce its own consequence. I hope this will be one step, at least, in her learning how to receive and express concern and good feelings.

CURRICULUM: ENGLISH
SCHOOL: FARRER JR. HIGH
LIFE SKILL: LEADERSHIP AND FOLLOWERSHIP

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: JUDY ROBINSON

****

PURPOSE: To show students the necessity and value of knowing leadership and followership skills.

SITUATION: There was a real need for my students to know how to effectively function in class when the teacher was not present.

After being detained in the office for 15 minutes, I returned to class to find about 25 percent of my students involved in doing their assignment; the remaining 75 percent were wasting time.

Defined problem

We had a rap session right then and there. I asked the question, "What happened while I was out of the room?" They truthfully admitted their actions stating, "But you were not here to tell us what to do."

Coaching

We talked at great length about what you could do when teacher was not present. We came to a consensus that because the assignment was on the board, they could go ahead and do whatever was assigned. We continued talking about some other "what ifs." What if:

Consequences

- there was a fire bell?
- someone was injured or sick?

The group decided that someone would have to assume the role of teacher.

Recognized students' contributions

"What kind of a person would be a good leader--one that others could trust?"
"Someone who could handle it and who is accepted and respected by his or her peers."

Leadership and followership skill
Decision making

"What, then, can we do the next time I am out of the room?"
"Have Jule pass out folders and Darren take roll and put slip on door."

I love this profound statement made by one little "goof off:" "It's the good followers that make the leader look good, right?"

Follow through

A few days later I purposely arrived late to class to find 80 percent on task and only 20 percent goofing off. The two abovementioned students were assuming the leadership roles and the rest were following.

ANALYSIS: The students saw the problem and showed concern for not only the problem but each other. They were, after some coaching, willing to contribute ideas and select students whom they knew would assume the responsibility and whom they would listen to. They enthusiastically followed through.

It was interesting to note how students can prove themselves to be responsible leaders and followers and solve problems with very little coaching on the part of the teacher. They just need more opportunities to prove themselves.

CURRICULUM: ENGLISH
SCHOOL:
LIFE SKILL: RESPONDING TO NATURAL GROWTH AND DEVELOPMENT PATTERNS IN KIDS

GRADE LEVEL: GRADES 7-9
INSTRUCTOR: SHANNON WEST

* * *

PURPOSE: To use English as a vehicle to understand a growth-development phase and its impact. This English unit was designed in response to one of the patterns of most adolescents--a feeling of isolation.

SITUATION: Originally, this unit was a three-week mini course taught on the East Coast. Ninth graders were allowed to select whatever classes they considered most relevant to their needs. Teachers were not announced; classes were listed by titles only. Three-fourths of the ninth graders picked isolation as the topic they wanted to be involved with. At the end of the course, only three said they'd choose differently in retrospect. Since, I've taught it as a unit here in Utah with much the same student reaction.

As many teenagers complain of not being understood, of being different from the rest of society, feeling alone in their problems and feelings, I wanted to design a "real-life" unit that might give them skills to deal with isolation. The unit was to have three thrusts: (1) Awareness of isolation, (2) Ways to help self and others overcome isolation, and (3) Positive benefits of isolation.

Setting

The unit was begun with a discussion of isolation. Some opening questions were: Why does isolation exist in our society? Do you see it as good or bad? In what ways do you use isolation as a self-chosen escape from society? What types of isolation are self-imposed? What are some examples of other-imposed isolation experiences? What are some things about isolation you want to look at during this unit? How do you want to go about studying isolation? What kinds of experiences would make the unit meaningful?

Most classes decided on a combination of activities. These included such topics as creative writing, films (i.e. "The Snow Goose," "Flowers for Algernon"), short stories, guest speakers (i.e., deaf, blind, nursing home residents, nuns, racially mixed marriages, etc.), artwork, volunteer work, novels, experiments in personal isolation (i.e., week in a wheel chair, week alone camping), film-making, or original exhibits dealing with isolation (such as photography). I tried to give a lot of freedom for personal projects on the theme but did require a related novel a week to be reported on by each student. The novels could deal with isolation brought about by race or ethnic identification, untraditional beliefs, old age or illness, physical difference from the norm, emotional deviation, mental limitations, career choice, prison experiences, early marriages, etc. Some students read a book a night throughout the unit. There was a lot of small group discussion during the unit. Kids who'd never said boo all year got vocally angry or sometimes cried. The unit is one that encourages a lot of empathy, emotional release, and sharing. The nature of the subject tends to reduce feelings of isolation just by bringing them into the open and talking about them. I feel it is one that should be included as a part of each school's permanent curriculum!

ANALYSIS: I feel this unit gave students practice with maturity skills in several areas. The main intended one was in making them aware their feelings of aloneness were neither unique nor abnormal for their age. The fact that they read about and talked with adults who also had feelings of isolation, hopefully helped students see that these feelings are not solely connected with adolescence but need to be dealt with as they reach adulthood as well. Another set of skills with the unit involved interpersonal relationships--sharing, listening, empathy, communications. Still other skills practiced in setting the unit up were those of critical thinking and problem solving--recognizing a problem, seeking information, applying information. This last item is the one most important, yet least provable, to me as a teacher. The only way I have of knowing if the unit was applied personally to a student's life is if they told me so. Some kids came back years later and said the unit made a difference to them. I hope it helped the others I never heard from.

One pitfall in this kind of unit is that teenagers are drawn to the strange, bizarre, unusual aspects of isolation. I feel the unit would be stronger with more emphasis on the positive aspects of isolation to balance the other side.

CURRICULUM: MATHEMATICS
SCHOOL: DIXON JR. HIGH
LIFE SKILL: COMMUNICATION AND RESPONSIBILITY IN COMMUNICATION

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: PATRICIA WRIGHT (CORNELL)

* * *

PURPOSE: To soften the impact of criticism by use of a simple technique (hot/cold).

SITUATION: For years I've shuddered whenever I've asked a student to put a problem on the blackboard for classroom inspection. Hostility, rivalry, jealousy--whatever you would have labeled it--would raise its nasty head and destroy the benefits of doing problems in this manner. Student would lash out at student over the way they had handled their performance at the board. Negative comments and personal put-downs occurred far more frequently than I felt comfortable with, the result being my not allowing the class the opportunity to share their work--a traumatic loss in learning.

What was done

After two months of my use of "hot/cold" in the classroom, I decided to give open blackboard discussion another chance.

Teacher: "Who would like to share their answer to problem #1 on the board this morning?"

Response: Six arms in the air.

Teacher: "Okay, Linda, let's see what your argument is." (Linda was a quiet, shy young lady. I was surprised to see her arm.)

Linda: "Here's what I'm thinking about . . ."(To my astonishment, she then turned to the class and said:) "Hot or cold?" (I shuddered to think what they might say in criticism.)

The room became very silent; then a student spoke up.

Brian: "I like what you did, but it's still lukewarm. Let me show you."

Linda: "Please do."

ANALYSIS: There are things that can be done to structure a classroom environment that will promote the natural use of skills we desire most in our students. "Hot/cold" is just one device I have come across. It allows a more comfortable flow of communication between the students.

CURRICULUM: MATHEMATICS
SCHOOL: DIXON JR. HIGH
LIFE SKILL: COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: SEVENTH GRADE
INSTRUCTOR: PATRICIA WRIGHT

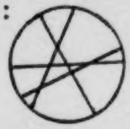
****

PURPOSE: To stimulate thinking, improve human relationships, and enhance communication by relaxing "right/wrong" and recognizing that there is often more than one "right" answer--even in math.

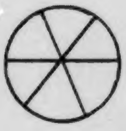
SITUATION: How do I as a teacher communicate to my class that failures are just as acceptable as so-called correct answers? So many times I have disliked the duty of saying to a student in class that his answer was "wrong" for fear that he would withdraw from the negative feelings of being in the "wrong."

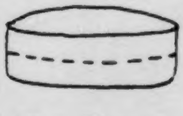
I tried this: I decided not to tell my students the right answers. Instead, I would give them clues as to whether they were close or not--a "hot/cold" approach. The terms I chose to use were "very hot," "hot," "warm," "lukewarm," and "cold." My hopes were that the class would respond to their math problems on a "this-is-a-fun-problem-to-solve" basis in place of "right/wrong."

I gave my students this problem: Using four straight cuts, see how many pieces you can cut a cake into. Use a circle and segments to help you. The book's answer to this was 11. It looked like this:

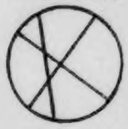


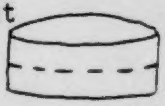
I didn't insist that this was the "correct" answer. I just played "hot/cold." It was a good thing I did, for one of my advanced students proved it incorrect. He reasoned that the cake was three-dimensional, so he would use three cuts as follows:





Then on the side, he would cut it in half making 12 pieces. Upon discussing his reasoning, the class agreed that it was sound. Then came a cry from another student, "Hey wait! What if I use my first three cuts like this: then cut it half like that with the fourth one. Wouldn't that give me 14 pieces? (Sure enough!) So much for the answer book!





ANALYSIS: Looking back on this incident, I wish I had emphasized to my class that answers are not "right/wrong." Some have a better reasoning (logic) to them than others which makes them more desirable. I regret missing that opportunity. (I'm hoping that the experience said it for me.)

CURRICULUM: SPEECH
SCHOOL:
LIFE SKILL: COMMUNICATION

GRADE LEVEL: GRADES 7 & 8
INSTRUCTOR: SHANNON WEST

****

PURPOSE: To emphasize the two basic skills involved in communication--speaking clearly and listening well.

SITUATION: This assignment was made in a speech class to emphasize the two basic skills involved in communication--speaking clearly and listening well. It was a structured assignment. As the activities progressed, however, another spontaneous incident occurred that dealt with both communication and interpersonal relationships.

Setting

Communication is selecting words which convey exact intended meaning

The end of the year was close. My speech classes were getting rowdy and rather unattentive when I gave instructions for the last major assignment of the year. I was tired of repeating statements over and over, and I told the class so. They said they were just restless and wanted a break to do something fun. I said that was reasonable, but the lack of ear power on their part still bothered me some so we'd compromise and do something fun that would let them practice both talking and listening--a communications activity. I asked for class suggestions for two volunteers who were good speakers and communicators. Two of the loudest "wise-mouths" were volunteered by the group. These two sat back to back at desks, their profiles to the waiting class. On each desk was an identical set of 20 different-shaped wooden blocks. One student was assigned the role of communicator and the other became the listener. The task was a shared one. The partners were to build identical structures without looking at what the other was doing. The communicator could only give instructions. He could not ask questions. The listener couldn't ask questions, either. He could only say, "Go," when ready for the next block placement. The class was cautioned not to give away any clues as to whether or not the listener was interpreting the instructions correctly or not. This was almost impossible for them to do, and the partners got to be good at reading non-verbal communication cues from the class members. When the frustration level got too high, the partners switched roles and began again. Having been on the listening end made the new communicator much more specific with word choice in the new role. The structure went better the second time. The third time around, both participants were allowed to ask questions of each other, and the class was encouraged to help them with facial expression cues. This concluded the demonstration. Before the class split into pairs to try it themselves, I asked the demonstrators questions like, "What advice would you give others as they try this? How did you know whether or not you were making a mistake? How did you feel the first two times when you couldn't ask questions? Which skill do you feel is the most essential in this operation--speaking or listening? Why? What did you learn from the silences? How did you feel when the communication was only one way?"

The class then split into pairs and began the activity first hand. They'd picked up an amazing amount of skill from observing the first pair, judging from the high success rate of identical structures on the first attempt. Their faces were so intent as they tried hard to communicate clearly or to follow the directions! Maybe the break did it, or maybe the memory of trying to be understood clearly stayed with the class. At any rate, they did climb down off the ceiling and listen better for the remaining few days of class. Structured or not, the activity worked; and I'd use it again.

The spontaneous incident occurred as the class split into pairs. There was something going on in the back of the room. I hadn't seen or heard anything; but one kid was laughing, a girl was in tears, and another kid looked somewhere between tears and a fight. I moved the laughing one to the front of the room (he had no partner) and got the other two going on the assignment. They were still visibly upset, so I talked quietly to each one. They were furious with the third kid for the description he'd whispered to them of how he had tied a cat he'd machine-washed and dried to the back of a car and watched the car drive off, pulling the cat. Having two cats, I also felt revulsed. I then asked the laughing one (not laughing now) if what I heard was what he said. He said he hadn't really done it, a friend had. He'd thought it was funny when he'd heard about it and thought to get a laugh by telling it to someone else. I asked him to tell me in detail what being dragged behind a car going 50 miles an hour would do to a cat. Part way through the description he started to cry. He saw it wasn't funny. We talked about what kind of a person would do that to something helpless and what sensitive people would think of a person who would laugh at something so sick. He came to admit that he'd communicated very well but that his words had left two people feeling upset and sickened, and *he* was responsible for the feelings his words had brought about. He decided the other two probably wouldn't believe he didn't do it, but they might believe he was sorry he'd upset them. He felt he didn't know how to talk to them about it; but with a little coaching ("Say how you feel. They might not be able to accept what you say, but at least you'll have had the satisfaction of having tried to make what amends you can."), he was able to approach each one and to express his regret. They never talked to him after that, but they didn't move away from him when he walked by; and they would critique his performances verbally--a partial forgiveness, perhaps.

ANALYSIS: In terms of teaching communication skills, I felt the class activity worked well in giving students first-hand experience in taking care in using words, listening attentively, and being sensitive to non-verbal cues. It also gave practice in such leadership-followership skills as working to accomplish a group goal and assuming a share of responsibility for success or failure of that goal. The more spontaneous experience didn't touch the entire class, but the one student saw up close the possible devastating effect of communication upon another person and, thus, his own responsibility for his words.

SENIOR HIGH SCHOOL

CURRICULUM: GERMAN
SCHOOL:
LIFE SKILL: DECISION MAKING

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: M. BRENT CHAMBERS

****

PURPOSE: To provide students training in the area of decision making.

SITUATION: Opportunities that are really not planned arise which make it possible to give students practice in decision making. First of all, the teacher must be able to recognize the opportunity when it comes. Many come disguised as other things such as interruptions, emergencies, something that just can't be passed up--surprises, etc. Once a teacher is aware of what they may be, he must gather the courage to take advantage of the situation.

Recently, in an advanced German class, one of these opportunities presented itself. It was one in the category of "something so wonderful that we just have to get out of class to see it." The region music festival was being held at our school. Of course, my students felt it was their obligation to act as good hosts, to show support to the fine musicians of the school, and to further deepen their appreciation for the fine cultural things in life. In short, they had decided they wanted to miss German class and attend the music festival. With little hope of success, they approached me with their plan. I immediately recognized an opportunity to give these kids some practice in making decisions. Were they ever shocked when I replied, "I think that sounds like a pretty good idea"! Their response was, "Does that mean we can get out of class?" (Note: They used the term, "get out of class," rather than "attend the region music festival.") I said, "Let's talk about it for just a minute. Tomorrow we are supposed to get out of this class to attend the nomination assembly. If we go today, we will be missing two school days this week instead of just one. I really feel that might be too much at this time of year. Maybe you can decide which is most important to you as a class, and we will attend that one activity. If you decide you would rather attend the music festival, we will have to miss the assembly and meet together as a class tomorrow. You decide."

Coaching

My role had been to set a framework for them to work in. They were allowed to solve the problem within that framework. They themselves decided what was the best decision for them. I stood back and let them talk it through for a few minutes. I did not interfere in any way because the students were handling the situation so well. If one or two had dominated the discussion or tried to impose their will on the entire class, I would have entered in with a statement such as, "Why don't we hear what Joe thinks about it?" or, "Jill, do you agree with that plan?" I would not try to force my wish on the class, but I would also not let others force theirs. In my class, however, this did not arise. They worked well together and arrived at the conclusion that they would rather attend the assembly the following day than the music festival.

ANALYSIS: In decision making, the primary role of the teacher is to set an acceptable framework in which the students may function. Within this framework the students should have several choices which they, themselves, may opt for. It is sometimes a very good learning experience for students to make mistakes or to experience failure. Through these they learn that there are better ways to do things. A teacher should be very careful, though, to insure that no decision will be made by the students that will place them in danger--physical or emotional--or that would be considered immoral or in bad taste. After the teacher has established the framework, he should get out of the way as much as possible and let the students handle the problem by themselves.

As students gain more expertise in decision making, the framework should be expanded. The ultimate goal is that the students will have the maturity to make good decisions on their own without having to have a teacher or someone else establish a framework for them.

CURRICULUM: GERMAN
SCHOOL:
LIFE SKILL: DECISION MAKING AND PERSONAL ECONOMICS

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: M. BRENT CHAMBERS

****

PURPOSE: To provide students training in the areas of decision making and personal economics.

Teacher as resource

Math skills in a German class

SITUATION: In the spring of each year, my German classes have a large, German dinner. In the past, the entire responsibility of the event has been mine. This year I decided I would shift that responsibility to the students. With some coaching from me, they were able to plan and carry out the entire affair. Since this is a high point of the year, I supervised quite closely to insure the success of the experience. First I asked the students to plan the menu. I provided them with illustrated German cookbooks, magazines with pictures of German foods, menus from German restaurants; and when asked, I told them several kinds of food that I felt were really good. They came up with a tremendous menu. At this point, I stepped in and said, "Let me give you an idea of how much these things will cost." At that point I gave them a fairly close estimate on a breakdown of costs. They soon discovered that although their menu was fine, it was really quite out-of-reach financially. Their cost would have been in excess of $6.00 per student, and it would have involved an expensive trip to Salt Lake to obtain most of the materials at one of the German delicatessens. I then suggested that they do some careful pricing and come up with a menu that would be equally as good, but cheaper. Within several days they had an entirely new menu that would cost each student only $ .75 plus the cost of one small item that each student would be assigned to bring. The German meal turned out to be superb.

ANALYSIS: The students gained a lot of experience in decision making as well as in money management. They came to realize that there is not necessarily a direct relationship between cost, quality, and quantity. The students, for example, found that schnitzel made from pork steak costing $ .89 a pound was every bit as good as schnitzel made from veal at $3.98 a pound. The students also learned to see the importance of details. In planning a meal for large numbers of people, details become very important. In this area I had to do some careful coaching. The students had overlooked some essential things and had to be reminded. For example, they had completely forgotten to plan for plates and utensils. I simply asked them, "What are you going to eat off of?" They were off and running again. I then added, "Have you forgotten anything else?" At that point they checked through item for item to see what was really necessary to have.

Being directly involved as they were made the experience more fun for the students than it had been in other years when I had organized the whole event for them. It was no longer a German party they were invited to. It was truly their party.

CURRICULUM: SOCIAL STUDIES
SCHOOL:
LIFE SKILL: PROBLEM SOLVING, DECISION MAKING, FREEDOM AND RESPONSIBILITY, LEADERSHIP-FOLLOWERSHIP, COMMUNICATION, INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: DIANE CHIDESTER

***

PURPOSE: To bring the above skills into the curriculum on a regular basis rather than just as a means of handling on-the-spot operational problems.

SITUATION: After working a few weeks in the life skills workshop, I wanted to bring the above skills into the curriculum on a regular basis rather than just a means of handling on-the-spot operational problems. My opportunity came after completing a unit on communist countries in which we emphasized the contrast between freedom with democracy and communism. To help students appreciate the freedom they have, I decided they could help me plan the "how" of our next unit of study on the Middle East. They would decide areas of interest, methods of study, and ways of presenting the material.

PHASE I: THE PLAN

Coaching

So that this assignment would work in an orderly fashion with purpose and direction, I set up a framework in which the students could make decisions. I decided on the four following questions:

1. What would you students like to know about the Middle East?
2. How could we go about learning the information?
3. Would the information learned be kept by each individual or shared in groups?
4. How much credit value should the assignment receive and what should the criteria be for grading?

Note: We had other assignments where students chose the topic and presented the material, but I had never given them the opportunity to decide the list of topics, method of presentation, and grading criteria.

PHASE II: PRESENTING THE PLAN

I explained to the students that I wanted them to have an opportunity to see "democracy in action." They were going to help me plan the final unit of the year which would occupy the last two weeks. I would spend two days introducing the physical aspects of the area; and then they would plan the rest of the material to be covered, places to find the information, and methods of presenting it.

Coaching in freedom and responsibility

After the above brief introduction, I received comments like, "You do it." "Let's not do anything the rest of the year." To these and other comments, I said, "I have a responsibility to my subject matter and employer. To do as you've suggested would be irresponsible on my part." This seemed to satisfy their objections, and we moved into the first question of "the plan."

Problem solving--listing alternatives

I had each class brainstorm for about ten minutes their areas of interest. (We would only study the following 12 countries: Egypt, Israel, Lebanon, Syria, Jordan, Saudi Arabia, Yemen, People's Republic of Southern Yemen, Kuwait, Iraq, Turkey, and Iran.) At first we did not arrange areas of interest in any order; we just listed anything that came into our heads. Once it appeared that we had exhausted ideas, we began to organize them into five or six groups. For example:

1. Government and world affairs
2. Women and culture
3. Food and diet
4. Ancient history
5. Religion

Interpersonal relationships--concern for others

Note: It was difficult for some students to allow others' ideas. They would remark, "That's dumb." "We don't want to do that." After the first few comments like these, I stopped the brainstorming and told the students that if we were to be successful in this project, we needed to hear everyone's ideas without the fear of being "put down." "You are free to express an idea if you choose without someone making fun of it."

Problem solving decision making

After deciding on the groups, we moved into point two of "the plan." We now had another problem--whether to do the work as individuals or as groups. Each class took a vote by raise of hands. Two classes decided on projects as individuals--a one and one-half page written report--and three decided on group presentations to the entire class.

Communication of personal needs and concerns

Consideration of others

Some students did not feel satisfied with the group's decisions. Some, in the classes which decided on individual reports, wanted to bring in displays or share something with the class. Others felt that the group's decisions were too narrow for their interests and wanted to do more--either in subject matter or presentation. I asked the classes in which this happened how they felt about these objections.

Example: "I don't really want to do a written report. Couldn't I bring a display of foods they eat and share some samples with the class?"

(Teacher) "How do you feel about that, class?"
(Student) "If he wants to do something extra, he should be allowed to do it."

Decision making

(Teacher) "If he does more than the rest of the class agrees to do, how should he be graded?"
(Student) "Let him have some bonus points."
(Teacher) "Do the rest of you agree on this?"

In each class students agreed by a raise of hands to let a student who wanted to do more earn bonus points, the amount to be decided by the teacher.

Problem solving and decision making

Classes that decided on group presentations had to decide on their length. In looking at the calendar, these classes concluded that we could spend the last two days of classwork presenting the groups' presentations. Depending upon how many groups each class had, the time allowed was 10 to 15 minutes.

All classes had to decide how to determine who was in each group. We listed alternatives: Pick a number, have the teacher assign, sign up the next day on a first-come-first-served basis. After looking at all the alternatives, all classes decided to come in the next day and sign up. In deciding this, the following took place:

Problem solving Decision making	(Teacher)	"What if too many sign up for one group and not enough for another?"
	(Student)	"I think all the groups should be represented since that's what we agreed upon to begin with."
Coaching	(Teacher)	"Do you all agree?"
	(Class)	"Yes."
	(Teacher)	"If all groups are to be represented, how will we decide who gets to be in what group?"
	(Student)	"Let's divide the class into an equal number for each group."
	(Teacher)	"How do the rest of you feel about that?"
	(Students)	"That's okay."
	(Teacher)	"In this class we have 36 people, and we've decided on 6 groups. That means 6 people to a group. But what if a student really wants to be in that group and he's No. 7 to sign up?"
Interpersonal relationships; concern for others	(Student)	"He'll have to decide on another group. That's only fair to those who got into the room first and signed up."
	(Teacher)	"Do the rest of you agree?"
	(Class)	"Yes."
	(Teacher)	"Should a student be allowed to sign up for his friends?"
Concern for Rights of others	(Student)	"No. That wouldn't be fair to the rest of us."
	(Teacher)	"Do you all agree?"
	(Class)	"Yes."
	(Teacher)	"What about the students who are absent today?"
	(Student)	"They'll have to sign up when they return and take what's left."
	(Teacher)	"Is that fair?"
	(Student)	"Well, if they're not in class, it's not our fault. They will just have to take what's left."
	(Teacher)	"Do you all agree?"
	(Class)	"Yes."
Communication	(Student)	"I'm not so sure I agree with what you've all said."
	(Student)	"Well, that's the way we voted to do it."
Coaching Freedom and responsibility	(Teacher)	"In a democracy, the majority rules. You have a right to your feelings, but the majority determines the course of action to follow."

Freedom and responsibility; Concern for others

Students came in the next day and signed up for their groups. There was little discussion or conflict over who would be in which group. Some had decided before class to sign up as a group and, in keeping with the class decision, came in as a group to try and sign up. When anyone tried to sign up for a friend, the students themselves reminded that person that it had been mutually agreed upon that you had to sign up for yourself.

We still had to decide where to find research materials, how to grade the assignment, and how much value it should have.

Problem solving decision making

Freedom and responsibility

I told the students that since they were helping to teach the largest portion of this unit and since I would only give them a test on the physical features of the area, the assignment should be at least 100 points in value with a maximum of 200. Within that range, they were free to decide how much the assignment should be worth. They voted as classes with some choosing 100, some 175, and some 200.

Problem solving decision making

Our next problem was to decide what to grade on. Each class brainstormed this for about five minutes. Each idea was voted upon by the class. In all classes about three ideas were decided upon: preparation, originality, completeness and, if giving group presentations, method of presentation to the class.

Note: For each class I had a student take notes as to class decisions. This was attached to the group sign-up lists in a separate class folder.

PHASE III: GROUP WORK

Leadership and followership

The last of the second day was set aside for groups to meet. I listed on the board what I felt each needed to accomplish that day:

1. Decide on topics.
2. Decide where to find information.
3. If doing this as an individual, how can you make your report original?
4. If doing this as a group, how can you creatively present your material to the class?

Note: Although some classes had decided to do individual reports, I felt group work would add clarification and the generation of many ideas not otherwise thought of.

As already mentioned, during the year we had met in groups to work on projects. At that time, I had not consciously mentioned leadership and followership skills. I decided that we needed to do so here to really progress. So I asked the classes, "What do you need to do in your group to make it successful?"

Problem solving decision making

They said, "Participate, don't put others down, do your part, follow through."

Coaching

After brainstorming the above, I put on the board a list of skills in leadership and followership that included their ideas. I told them I wanted them to concentrate on doing these things so their group would really work in helping them do their best. The following is my list:

LEADERSHIP:

1. Help the group by:
    a. Encouraging participation.
    b. Accepting and using ideas of all members.
    c. Helping to solve conflicts.
2. Showing concern for others.
3. Being enthusiastic.
4. Following through.

FOLLOWERSHIP:

1. Assuming responsibility for a share of success in the group.
2. Contributing ideas.
3. Defending and supporting the group ideas and decisions.
4. Working to accomplish goals.
5. Differing respectfully.
6. Weighing advice, criticizing constructively.
7. Accepting and following rules and carrying out assignment.

Note: In some classes we had enough time to do a good job of brainstorming. In others, I ran out of time and had to go over just my list. I tried to make sure they understood each; however, I saw many puzzled faces and felt that maybe I had bitten off just a bit too much. For sure, next year, I would start with only one or two ideas from each area and build upon them in other group experiences.

As they continued to meet in their groups, I told them to be aware of these skills and that they would evaluate their progress in each before completing their project. A checklist was developed (copy attached) and given to each student to evaluate his progress in each area. I told the students that I would also be evaluating their progress and it would be part of their grade.

Problem solving
decision making

For the remainder of the period, the students met in their groups. Before leaving class, each group gave me a paper indicating each student's topic, where they were planning to get information, and method of presentation--if theirs was a group presentation.

Most classes felt they needed library time to do research. I arranged one day of library time. During this time, I met with each group to coach them in any problem solving or decision making left undone.

NAME________________________ PERIOD________________ DATE__________________ GEOGRAPHY

CHECK-UP IN LEADERSHIP AND FOLLOWERSHIP SKILLS

LEADERSHIP:	STUDENT				TEACHER			
	Never	Sometimes	Often	Nearly Always	Never	Sometimes	Often	Nearly Always
POINTS	1 - 2	3 - 4	5 - 7	8 - 10	1 - 2	3 - 4	5 - 7	8 - 10
A. HELP THE GROUP BY: 1. Encouraging participation								
2. Accepting and using ideas of all members								
3. Helping to solve conflicts								
B. SHOW CONCERN FOR OTHERS								
C. BE ENTHUSIASTIC								
D. FOLLOW THROUGH								
COMMENTS:					COMMENTS:			
FOLLOWERSHIP:								
A. ASSUME RESPONSIBILITY FOR A SHARE OF SUCCESS IN THE GROUP								
B. CONTRIBUTE IDEAS								
C. DEFEND AND SUPPORT GROUP IDEAS AND DECISIONS								
D. WORK TO ACCOMPLISH GOALS								
E. DIFFER RESPECTFULLY AND CRITICIZE CONSTRUCTIVELY								
F. WEIGH ADVICE								
G. ACCEPT AND FOLLOW RULES AND CARRY OUT ASSIGNMENT								

COMMENTS: COMMENTS:

Interpersonal relationships; concern for others

Communication

Note: The first group experience lent itself to an example of receiving and expressing love and concern for others. Two Vietnamese boys who had recently been enrolled in my class were having trouble understanding what to do. I asked two responsible students to help. I suggested they could help by making sure the boys understood the directions and by answering any questions they could. They quickly responded by helping the boys find their group and by asking the group members to help the boys find a topic to research. It was great to see the other group members (not asked by the teacher to help) respond to the needs of these boys. Each boy was helped in selecting a topic to research and given some ideas about where to find information.

PHASE IV: GROUP WORK AND RESEARCHING MATERIAL

One day was set aside for library use. The librarian had previously been notified about our project and had pulled books, magazines, pamphlets, and pictures for student use.

During this library period, I visited with each group of each class to discuss what problems still remained unsolved--topics, responsibilities, carrying out tasks, methods of presentation. The following is a tape recording of one group's discussion. The group consisted of three students working on the topic, "Government and World Affairs in the Middle East."

(Teacher) "Let's review what you've done so far. Tell me what individual assignments you've made."
(Student) "We're going to talk about the leaders of some of the countries."
(Teacher) "Is this what all of you are going to find information on?"
(Student) "We are going to find pictures of all the leaders and put them up on that thing (reference made to the opaque projector) and have them guess."
(Teacher) "How many countries? Just the ones we've talked about in class called the 'heartland' countries?"
(Students) "Yes."

Problem solving
Coaching
Clarifying the problem

(Teacher) "Is there anything else any of you would like to find information on?"
(Student) "We want to talk about the major world affairs."
(Teacher) "What do you mean, Troy, by world affairs?"
(Student) (Shrugs shoulders without answering.)
(Teacher) "Let's see if we can maybe clarify that. Does that mean the problems that part of the world is having that involve everyone in the world? Would that be a lot to talk about? Could we break down that topic into something smaller we could talk about in three minutes? Is there anything you've heard about on the news lately that you'd like to know more about?"

Alternatives

(Student) "The crisis."
(Teacher) "What crisis?"
(Student) (No response)
(Teacher) "Let's talk about some of the things happening that we hear about on the news. Let's see, there's OPEC--who they are and how they affect oil distribution and prices, the relationship between Egypt and Israel trying to find peace, civil war in Lebanon between Christians and Moslems. Do any of these sound good to you?"

(Student) "The OPEC one."

Decision making
Problem solving
Coaching through
alternatives and
making a decision

(Teacher) "That's Oil Exporting Producing Countries. Now, what about you (looking to another student)? If Lisa covers the leaders and facts about their lives and Troy talks about the OPEC nations and how they affect the world oil problems, what would you like to find out about some other part of government and world affairs?"
(Student) (No response)
(Teacher) "Let's make some suggestions you can all think about. What kinds of governments do they have--democracies, kingships, dictatorships? How about something like that? How do these Middle East countries feel about the United States? Do either of these sound interesting to you?"

Interpersonal
relations of
sharing, listening, showing
courtesy

(Student) "I'd like to do the thing on trade."
(Teacher) "Are there any particular countries you'd like to know about? Could you do all of them?"
(Student) "No, that would be too much."
(Teacher) "Let's look at our choices (countries listed)."
(Student) "Egypt and Israel."
(Teacher) "Now that you've all decided on a topic, are there any other problems you're having? Are you all agreed on how to present the information to the class?"
(Student) "We'll put the pictures up on the screen and have them guess them."
(Teacher) "Do you need special equipment for that?"
(Student) "Will we?"
(Teacher) "There's a machine called an opaque projector that reflects the picture on a screen. Would you like me to have one in the room that day?"
(Students) "Yes."
(Teacher) "Lisa, that takes care of your part; but how will you, Todd, and you, Teresa, work in your part?"
(Student) "We'll have to do it orally, somehow."
(Teacher) "You need to help each other by thinking of how the other ideas could be worked in. List as many as you can, and then agree on one you all feel comfortable with. Remember, your project is due Thursday; and you'll be allowed 10 to 15 minutes. If you have any other questions, please check with me; and I'll help you talk about them."

The above group had only one member who really felt comfortable or showed experience with working in groups, However, after coaching them through the problem-solving ideas and decision making, I felt they could take the remaining problems and begin to work more as a group.

The next group was from a class that chose to hand in individual reports rather than do group presentations. They chose Iran as their country with emphasis on recreation, food, and religion. The conversation picks up with their discussion of ways to be creative in their reports:

Brainstorming
alternatives to
problem of adding
originality

(Teacher) "As you work in your group, can you think of ways to add originality to your written reports? Any suggestions?"
(Student) "I'll probably bring in food samples."
(Student) "Would pictures be okay?"

Students shared and individually made decisions with group support

(Teacher) "Sure."
(Student) "What are the things we're being graded on?"
(Teacher) "Completeness, neatness, and creativity or what we're talking about--originality."
(Student) "How much is completeness worth?"
(Teacher) "One-hundred points. You also get fifty points on neatness and fifty on originality."

Communication

(Student) "Can we type the report?"
(Teacher) "Sure, that goes along with making your report neat and attractive."

Interpersonal relations--listening, sharing, communicating

(Student) "Hey, you guys, think of some other things I could do."
(Teacher) "What are some other ways?"
(Student) "Just bring in something extra or make the report really nice looking or add pictures or something like that."
(Teacher) "I like the ideas you're bringing up. Can you think of more?"
(Student) "Does anyone like octopus? I was thinking of bringing something way out like that."
(Students) "Yuk!"
(Student) "Try to find something we'll all like, okay?"
(Student) "Can we use magazines?"
(Teacher) "Sure."
(Student) "Does anyone have any old National Geographics we can share?"
(Student) "I think so, but I'll check for sure. I'll let you know tomorrow."
(Teacher) "You've got things going well. I'll let you sit here and think of some other good ideas."

In both groups, as in all classes, I found my role this day to be that of coaching, helping them to solve problems and make decisions. It seemed that once we got going, the ideas came, and everyone became more open and at ease.

The next two days were spent in continuing the research and working out group and individual problems. Again, I tried to lead as a coach and leave the decisions to them. Once the students got their topic and some idea of where to find the information, they seemed more comfortable with the assignment and their responsibility to carry out the project. Of course, there were some who had a great deal of difficulty. I worked with them in the same manner as described above. I continued the next two days to encourage them. However, I feel that some would need many more experiences to really begin to profit and grow in these skills.

PHASE V: THE PRESENTATIONS

The presentations were made the last two days of classwork for the year. Before the presentations, students submitted their evaluation of leadership and followership skills. I added my evaluation and returned the checklist with the grade for the presentation. To the individually written reports were attached the evaluation of group work.

Interpersonal relationships--caring for others and helping to save face; also includes a sense of responsibility and commitment to the group

Leadership and followership

Note: One special experience with a student showing concern for another occurred on the day of the first presentations.

Prior to class starting, a tearful and upset girl approached me with the news that she had lost her book with her part of the presentation about to be given. I gave her permission to leave the room and look for it, telling her that her group could present their project later in the period. Shortly after the girl left the room, another member of her group came up and asked if she could help her group member. I gave her permission. They were gone for about one half hour. Upon their return, they announced that they were ready to give their presentation. I asked if the one had found her report. She said no but that the other girl, concerned about the group presentation and the girl whose part was missing, helped to write another one.

The payoff came, however, when I read the evaluation of the girl who had come to the friend's rescue. She starred the items on the evaluation referring to "show concern for others," "assume responsibility for a share of success in the group," and "work to accomplish goals." In the "comments" area she wrote: "I helped Joelle write a new report when we couldn't find hers. I enjoyed the whole project. It was fun!"

No matter what else happened in this trial projection, I had been rewarded. I knew one student was getting the message and internalizing the skills. I wrote back to her, "I'm proud of your growth in these leadership and followership skills; but more importantly, I'm glad that you were able to help a friend and, as a result, help your group to succeed in this project. I'M PROUD OF YOU!"

Freedom and responsibility

I've enclosed three of the grading sheets included in evaluating the presentations. Only one class chose to share in the grading. I was very pleased in that they, for the most part, were fair and offered helpful comments. In fact, their grade was generally within a few points of the one I gave.

Interpersonal relationships--listens, communicates

As the students were participating in the grading of the presentations, I noticed they were better listeners and more observant of what was being said and done. In the future, I would encourage more classes to participate in the grading process.

The following are a few of the creative and original presentations that were made:

"Take 3" - Interview of an Arab with translator
"National Geographic Special: Saudi Arabia" - Informative report complete with belly dancer
"Aladdin's Lamp" - Wishing for food of Saudi Arabia complete with stuffed olive leaves and cakes
"Trip Through the Pyramids" - Included a human pyramid
Arab talk show from Saudi Arabia - Students in costumes presenting the culture of the area
"Tom and Jerry Present . . ." - A tour of selected countries with emphasis on Turkey
A Trip to War-Torn Lebanon - Secret meeting with some of the Lebanese people; radio program using the tape recorder

NAME
OF PRESENTATION________________________________

	POOR	FAIR	GOOD	EXCELLENT	T
	1 - 7	8 - 15	16 - 22	23 - 30	
1. PREPARATION					
	1 - 2	3 - 5	6 - 7	8 - 10	
2. CREATIVITY					
	1 - 2	3 - 5	6 - 7	8 - 10	
3. PRESENTATION					
TOTALS					

GRAND TOTAL ______________ GRADE______________

COMMENTS:

GROUP PRESENTATION ______________________ 6th

PARTICIPANTS:

1. PARTICIPATION ______________________ 50

2. EFFORT ______________________ 25

3. ORIGINALITY ______________________ 25

A - 90 - 100
B - 80 - 89
C - 70 - 79
D - 60 - 69

TOTAL ______________ 100

GROUP PRESENTATION ______________________ 4th

PARTICIPANTS:

1. PREPARATION ______________________ 100

2. ORIGINALITY ______________________ 50

3. PRESENTATION ______________________ 50

A - 180 - 200
B - 160 - 179
C - 140 - 159
D - 120 - 139

TOTAL ______________ 200

Slide presentation on Iraq - Students took slides from photographs and developed them

"King Tut's Tomb" - Students built model of the Tut mummy and coffin and presented it and pictures of artifacts found in the tomb

"Guess the Leader" - Pictures of Middle East leaders shown while class guessed the country of the leader

"Tic, Tac, Do" - Guess which country students are giving information about

Food samples: bagels with cream cheese, cookies, cakes, candy, yogurt with cucumbers or celery, Arabian rice, and Jewish cheesecake (Most of the samples were baked by the students, themselves.)

ANALYSIS: My feelings at the end of this experiment were very satisfying. Overall, the students made comments like, "That was fun." "I wish we had done more of this." "I really learned a lot." "It was fun to see what people could do." "I never knew she had the talent to do that." "This has really made school's last week fun and not so boring."

Of course, there were those who were silent and those who still voiced their dislike of the choices made by the group. Nevertheless, I feel the majority learned the information better than through just class discussion and chapter reading, developed life skills not touched in some before, and brought to a "bloom" in others.

As to hindsight of what I would do next time, I would allow more time to discuss the leadership and followership skills. I pushed them through that section too fast, and it was not as meaningful. Next time I would practice only one or two skills at a time, building each time we worked in groups and adding to them throughout the year.

Also, I would involve more classes in grading the presentations. Those who did in this experiment were better listeners and observers. They were also fair in their grading and more aware of why some presentations were better than others.

Finally, I'm glad I took the opportunity to try working the democratic skills we had learned about earlier into the curriculum. It's my goal now to look for more opportunities beginning at the first of the school year to provide the actual experiences students need to develop and mature in problem solving and decision making, freedom and responsibility, receiving and expressing love, leadership and followership, and communication.

One thing I know for sure now is that given the opportunity to have a say in curriculum planning, students can and will rise to the occasion. And like a play that appears to be doomed to failure, on opening night the players are at their best and PULL THROUGH. MINE DID ROYALLY.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: LOGICAL THINKING/PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL STUDENTS
INSTRUCTOR: PAUL EDWARD FORE

* * *

PURPOSE: To help students learn to use thinking and problem-solving skills in the presence of chemistry content.

Setting stage Recognizing problem Coaching Interaction with people Brainstorming communication	SITUATION: I purchased a small "drinking bird," nicknamed Eric,* that I bring out and introduce to my chemistry classes. My question is put to students: "Why does Eric drink?" After a few comments from the class, the students toss out wild guesses. My answers are quite vague as I reflect what they are saying and encourage deeper probing. They work as a group and frequently come to the conclusion that a group effort definitely helps. They are given a few "hints" but are mostly left to solve the problem on their own. I find some become frustrated and want an answer after about 20 minutes. Instead, I have them organize their thoughts, recall material we have studied during the course, and write up their conjectures. This part they do individually.
Search/discovery Practice Coaching Knowledge	The following day the reports are collected, and I read some of the possible solutions. More discussion takes place, and we begin to change some of the conditions that might affect Eric. As an example, he is taken away from the source of water. There is more inquiry, and finally a solution is determined by combining the classes' resources. We discuss not only the correct solution but the possible faults in some of the suggested solutions. I find that the classes enjoy this type of activity and frequently refer to it when similar situations surface.
How students were coached Coaching	ANALYSIS: At the beginning of the exercise, I purposely make the students work without my providing answers. They develop better questions as I ask them questions to guide their thinking. Sometimes I will be quite abstract in helping them. I might make a comment such as, "Some of you may inspect Eric more carefully, but please don't crowd too closely. Eric becomes nervous in crowds and sometimes stops drinking." I also have noticed that not saying anything at the correct time can be more valuable than saying something that would distract from their trying to solve problems.

*Eric is a glass tube containing methylene chloride and a felt-covered head. Evaporation causes the methylene chloride to flow, and Eric bobs in a beaker of water as his center of gravity shifts.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: LOGICAL THINKING/PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL STUDENTS
INSTRUCTOR: PAUL EDWARD FORE

****

PURPOSE: To provide practice opportunities in practical application settings as a function of teaching chemistry.

Students gained an understanding of the skill

Reassurance

Coaching

SITUATION: One of the school counselors came into my room in the middle of a lecture and asked if she could talk to me. She was in charge of the student government group that was organizing an activity for an upcoming football game. Her question was, "How many pressurized cylinders of Helium gas should the school buy to fill 1000 baloons to be used at half time at our homecoming football game?" I almost started to work on the problem but, instead, decided to ask the class that by now was not doing much of anything constructive. Their response was, "How do we do it; where do we start?" Rather than lead them through it, I simply assured them they had all the necessary skills; it now only required that they use them together with a few pieces of information that I supplied. After about ten minutes and some clarifications from me, we came up with an answer. The students had done the work and had overcome some problems on their own. The advisor was impressed, the students felt good, and I believe it was an especially good learning experience.

Practice skill

ANALYSIS: I have referred to this incident since, especially in other problem-solving areas. They continue to practice these skills almost every day in class and frequently in non-classroom situations.

Coaching

Most of the coaching in this and other similar situations is done in the form of encouragement. Helping the students feel they have the skills and ability, helps them most of all.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: THINKING, DECISION MAKING, PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

****

PURPOSE: To capitalize on a practical need involving math in order to give students insights and practice in orderly decision making and problem solving.

SITUATION: The high school track coach came into my advanced placement calculus class and asked me to help him solve a problem. He wanted to know the best way to convert our 440-yard track to a metric track. One alternative method of conversion had already been suggested to him by an engineer.

I decided to pose the problem to my calculus students. I gave them the conditions of the track at present and the desired changes. The track had concrete curbing and a sprinkler system which would have to be changed. The change was to be made with the least cost possible and without tearing up all the track.

The students were told to work and brainstorm by themselves or in groups. It was indicated that any idea would be considered. The advantages and disadvantages of each solution were to be listed and discussed. The use of mathematical principles which seemed to apply were to be investigated.

Sharing, brainstorming, and analyzing led the students to many possible solutions. The best solutions soon surfaced and were reported to the track coach. The one selected required only changing the curbing or one end of the track.

In the days that followed this event, I talked to the students about how problems are solved and how discoveries are made through the thinking, experimenting, problem-solving, and decision-making process.

ANALYSIS: Life offers a multitude of opportunities to use math in personal problem solving. This situation was typical of many others.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: THINKING, DECISION MAKING, PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

****

PURPOSE: To provide problem-solving, decision-making practice.

SITUATION: Some students in my mathematics class (geometry) asked me what I thought could be done about the litter in the halls of the school. I opened the discussion to the whole class and asked them to express their feelings about the problem and to suggest possible solutions.

The students shared and discussed the problem and suggested possible solutions. They decided that the teachers and administrators could not solve the problem but that they could lend support for the students to conduct contests and campaigns in an attempt to resolve the problem.

To observe the students involved in a situation which was immediately relevant to their lives was very enjoyable. The sharing, thinking, problem-solving, and decision-making process was well worth the class time.

In the days that followed the discussion, I made periodic comments about their proposals, decisions, and results. We talked about the success of their efforts and tried to determine if their plans were effective. New proposals and decisions were made during the school year.

ANALYSIS: A clear statement of the problem, establishment of shared ownership, the development of alternatives, selection and testing of best possibilities were practiced in this situation. The habit of orderly problem solving is established in this way.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: THINKING, DECISION MAKING, PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

****

PURPOSE: To use an unforeseen incident as a focal point to practice problem solving.

SITUATION: The students were quietly working on a mathematics assignment one day when from out in the hall one of their peers let out a series of dirty words. The foul oaths caused the students in the classroom to go stiff and to become very silent. The moment was very awkward for all present.

The teacher broke the silence with the question, "That surely isn't one of our typical students, is it?" This lead to a discussion of the problem of the swearing [illegible] the halls of the high school and what could be done about it.

The students agreed that they did not like the situation and discussed the reasons why students swear. They also proposed several things that could be done to help control the situation such as school newspaper articles, announcements from the student body officers, and pleasant reminders to those around them in the halls.

The students seemed resolved to try to do something about a problem that they had decided was in poor taste. They seemed to be more concerned about the quality of the atmosphere of their school as a result of the discussion.

Students continued to be bombarded with the swear words in the halls daily. We talked about the poor taste and the poor atmosphere that this condition created. Over a period of the year, my students were still trying to find solutions to the problem.

ANALYSIS: All problems don't lend themselves to immediate solutions. The continued search for solutions is time well spent.

CURRICULUM: ENGLISH
SCHOOL: PROVO HIGH SCHOOL
LIFE SKILL: PROBLEM SOLVING/DECISION MAKING

GRADE LEVEL: SENIOR
INSTRUCTOR: CARL VAN LEUVEN

****

PURPOSE: To provide students with vicarious experience in problem solving and decision making through literature.

SITUATION: In order to introduce this unit, we discussed as a class what is involved in making the best decisions. We talked about making a grid that would give the decision to be made and then all the consequences that would follow from that particular choice. We talked about how a decision may also have problems attend it and what needs to be done in order to do away with the opposition or problematic forces. We then did the following exercise:

Skill development

I asked the students to brainstorm (and I wrote down their responses without critical comments--often in their own words) about what political or ethical choices face every mature, responsible adult today in the United States. The answers in order of response follow:

Thinking through current social problems

- Abortion versus the right to life
- E.R.A. - Women's rights
- Gay rights and gay political power (in San Francisco)
- Minority power and rights
- Women forced to join the army--draft
- MX missile in Utah and Nevada
- Oil crisis and energy crunch
- Iranian hostage issue
- Children who were taught at home (instead of in school)
- Federal government taxing citizens too much
- Government subsidizing private corporations

Here I introduced the problem of making responsible decisions that would benefit as many people as possible. I again emphasized the decision-making skill that must face mature people because these are issues that cannot be abnegated or foregone; rather, the consequences are inalienable. We discussed as a class the pros and cons of several of the issues. Students were made to know that some people somewhere will always voice an opposite and differing opinion than they personally may exhibit.

We discussed the emotional aspect as opposed to the logical, rational consideration of some topics. It was pointed out that as an issue becomes closer to the individual, he becomes more emotional and less rational. We discussed this in context of the homosexual issue. (The television documentary on Gay Political Power in San Francisco has been recently aired. Those students who saw the program provided a great impetus to the discussion.)

Use of literature as a vehicle

We read the play, "An Enemy of the People," by Henrick Ibsen. This play is about two brothers--one a mayor of a small industrial tourist community, and the other a scientist who discovers the public baths (the tourist attraction) have contaminated water.

The mayor chooses to ignore the scientific reports because of the cost for the citizens to clean up the baths and because of the tourist monies that will start soon. Soon the whole town is against Dr. Stockmann and his findings; his family suffers persecution and financial insecurity at the end.

Before Act Five, I asked, "What would you do if you were Peter Stockmann, the mayor? Why? What would you do if you were Dr. Stockmann? Why? Which brother would you follow if you were a common citizen in the community and saw this kind of conflict? Why?"

ANALYSIS: I reminded students (after several days of reading) of their political-ethical choices that they must deal with in today's society. I pointed out the parallels between Ibsen's drama and today's real-life problems that the students selected. I indicated that Eric Erickson feels that the single greatest contribution to maturity is the child's learning to make rational decisions, especially in relation to marriage, occupation, and morality (religion--how to conduct one's life). Erickson goes on to say that youth do not want to make a commitment; adults must make decisions and live by the consequences. Each student was given an assignment, then, to write his conclusion on one of the issues at stake using rationality, consequences, and problem-solving techniques we have talked about.

EDITORIAL NOTE: This is an example of a vicarious experience. Such experiences cause students to use rational thought and decision-making processes. Since the process deals with fictitious situations and imaginary people, the intensity with which these processes are applied is materially lessened. This teacher follows experiences such as the one narrated here with practice in making personal and class decisions which impact upon students' real problems. This adds an essential dimension to learning the skills through practice.

CURRICULUM: ART
SCHOOL: PROVO HIGH
LIFE SKILL: PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: LYNN POULTER

****

PURPOSE: To assist a single student to effectively process a problem to a satisfactory solution.

Interpersonal relationships

Lack of problem solving ability

SITUATION: A girl came up to me and said that she could not concentrate--indeed, she could not even function in a pottery class because her boyfriend who worked next to her made remarks about her work. She felt so threatened by his presence and by his looking at her work that she reached a point where she could no longer work in this situation. I perceived this problem to be one of interpersonal relationships and problem solving. With a little stretch you could also say that there was some skill in receiving and expressing love that needed to be learned.

Receiving and expressing love

When she approached me with this situation, I tended to discredit it, to treat it like it wasn't important. It didn't take long, however, for me to realize that it was very serious and very important to her. This is how I handled it: I said, "Do you have any proposals? Can you see a way that I can help you to solve this problem?" She said, "If I could do my work at another time, so I wasn't working on a project similar to his, then comparing his with mine would not be so easy." I said, "Okay, let's try that." I gave her other things to do during class, and she came in and did her pottery work during another period. She worked as a teacher's assistant in class. As time passed, she became confident; and he found very little to criticize in her working as a teacher's assistant since he had no work of his own to compare with hers. In fact, he could not compare her work to anyone else's because she was the only teacher's assistant. This solved the problem to some extent. However, as far as I was concerned, it was simply side-stepping the real problem. I wanted her to feel confident in dealing with her boyfriend and also in doing her art work. She needed enough security in pottery that she didn't need to feel threatened in having him see it.

Coaching

I asked her if she could, for the time being, help me with some of my work. For example, she could roll out my clay and do other things that I needed her to do. I instructed her in how to do it. Now he found very little to say about her work there because she was following my instructions. It wasn't her own judgment or her aesthetic sense which was governing--dictating--the form that the slab took; she was helping me. It took only a couple of class periods before she came to me and said, "I think I would like to go back to working on my own project during class." I asked her, "What has changed your mind?" She said, "I feel good enough at it that I can do it now."

ANALYSIS: I effectively helped her identify her problem. We set up an environment, or adjusted the setting so she would not feel threatened and so she could work until her self-confidence returned to a point that she felt like she could be exposed to the critic (her boyfriend) without feeling threatened. With this self-confidence, it wasn't long until she requested that she be returned to the mainstream of the class function again; as now when he commented on her work, she felt she could defend it. As the teacher, I felt like the two of us did a pretty good job of restoring or building her confidence by helping her successfully process her own problem. Our purpose had been achieved.

CURRICULUM: HEALTH
SCHOOL: TIMPVIEW
LIFE SKILL: THINKING SKILLS

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: DREW BOLANDER

* * *

PURPOSE: To improve a student's self-image by helping him to take time and invest effort in thinking through problems. In doing this, he could succeed at his normal grade level.

SITUATION: I was dealing with a situation in which a student's self-image was so low he felt he could not succeed at his normal grade level; and finding how the student felt, I asked him if he would be willing to help me work up some special assignments at the level he could handle. He agreed. I started with assignments in which he had to think rather than merely find correct answers for. They were designed at a lower grade level. At first, they were returned to me with little evidence of thought. I returned them to him and asked him to think them through more carefully. As time went on, I developed assignments that were progressively more difficult, working toward his grade level. I found it necessary to turn some back to him, and others he did very well on the first try. But if they were turned back to him, he was always willing to re-think and re-do them.

By the time he got up to his grade level, he had not really realized that the difficulty of the assignments had been increasing so I decided to test him. I gave him a couple of assignments, both of equal difficulty, and I didn't say anything about the first one. I merely said, "You take this one and do it." He took it, thought about it, answered the questions well, and brought it back. Then I gave him the second assignment and said, "Now this one is designed on your present grade level." He didn't even attempt it. He said, "I can't do this. It's too hard." I pulled the other one out and said, "It is the same level as the last one you did." He looked at it and said, "Yes, but is this like the ones we've been doing?" I said, "No, this one you say is too hard is like the ones you have been doing; but the difference is that I told you it was on your grade level, and you immediately felt you couldn't do it. I have been making your assignments more and more difficult as you have been going along. Now I want you to take this one back, read the material, and think about the questions before you try to answer them." After his first attempt, I looked over his work and said, "You are on the right track, but would you take it back and think about it a little more. Ask yourself *how* you want to answer each question and *what* you want to say before you begin to write the answer." He came back, this time with the work completed satisfactorily.

ANALYSIS: Many times a student can do the work; but because of lack of self-confidence, he may convince himself that he is *not* able to do it. I took him from where he *thought* he was and developed assignments which involved a variety of thinking skills. Once I got him up to standard grade level and he was feeling confident about his abilities, he has done very well. He is still not an "A" student, but he has come up from "D" or "E" performance to "C" and "B." He feels much better about himself, and he now participates in class. He seems to feel better about expressing his thoughts as a member of the group.

CURRICULUM: GERMAN
SCHOOL:
LIFE SKILL: INTERPERSONAL RELATIONSHIPS
RECEIVING AND EXPRESSING LOVE

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: M. BRENT CHAMBERS

****

PURPOSE: To provide students training in the areas of interpersonal relationships and in receiving and expressing love.

SITUATION: Each year in the German classroom students encounter a rather frightful experience. All at once they realize that they have to take an active part in the class and actually "perform" such things as dialogs, oral drills, etc. In the setting of the foreign language, they usually feel quite threatened by this prospect. They really don't know how to react to me or the other students in the class at first. I have found that if I can develop an attitude of friendship and trust right from the beginning of the school year, the students' fears are drastically minimized. To help me do this, I have developed a program that I call IKMUD.

IKMUD is my acronym for "Ich kummre mich um Dich." Translated, this is, "I care about you." It works somewhat similarly to the idea of pixies or secret pals. The names of all the students and the teacher are placed in the hat; and then each individual draws out a name, each person to perform some special act or do some special thing for the person whose name he draws.

At this point, my program differs. We go a step or two beyond just getting a small gift or goodie for the student. We talk together about really meeting the needs of the other person. I challenge each student to try to find out the interests, likes, and dislikes of the person whose name he has drawn and then do something extra special to reflect that he really does care about the other person. As an example, I tell the class that I am always--and probably always will be--fighting a weight problem. Although I truly love to eat, a gift of candy or some other calorie-laden treat would not be a very good way to show concern for me. We also set a limit on how much money can be spent. This we do as a class. The class members also realize they can do things that really don't cost anything at all. The main goal of this experience is to show that they really care about the other person.

We never reveal the name of the person that we IKMUD. This way every one of us suspects all in the class of being our special friend. We also do not set a maximum of things that a person must do. We do, however, set a minimum. During the period that we do the program--usually two or three weeks--each student must do at least one special thing for the other person. Many students do several special things.

I observe very carefully to be sure no one is left out, and at times I anonymously do little things for students in the class in addition to the things others may be doing. Students have come to me and said, "Somebody gave Jill a plant. I'm her IKMUD; I hope somebody isn't mixed up." I simply explain that somebody else probably wanted to do something nice for Jill and found the perfect opportunity to do it without getting caught or suspected. This has snowballed, and many special things have taken place in my class. I also make sure that every student is included. If someone is left out, I always have a few special things tucked away so all students receive something.

ANALYSIS: This program has accomplished several things for me. First, it establishes the trust and confidence we need to get on with the task of learning the foreign language. We have eliminated the threatening atmosphere that came from having to participate in front of the class since we now all feel like good friends and we know that the others really understand and care about us. Secondly, we have learned to better understand each other. By understanding others' likes and interests, we can more easily and effectively communicate. Thirdly, we have learned that different people have different needs and interests--not better or worse than our own, but different. We have tried to gain an understanding of these, and we have tried to find some special way to meet the other person's needs and interests.

Note: I have seen some really interesting things exchanged in this experience. One boy got a coconut, a girl got a small plant, another a crossword puzzle book. I got a Christmas stocking stuffed with celery and carrots. The creativity of the students has really been remarkable.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

* * *

PURPOSE: To apply interpersonal guidelines in ongoing class situations as a means of purposeful practice.

SITUATION: At the beginning of each semester or school year, I always had a discussion with my classes about proper classroom etiquette. Ideas of proper behavior were presented, debated, and modified by the students and me. The principles were agreed upon by the group. The agreements were guidelines for the interpersonal relationships for the remainder of the school year.

The usual guidelines were as follows:

1. Any question is a good question.
2. Every valid suggestion is worthy of consideration.
3. During class discussions, only one person speaks at a time. All others agree to listen.
4. No student ridicules or finds fault with a classmate.
5. No student interferes with the orderly educational process of another student or the class.
6. All students are important and can make a valuable contribution to the class.
7. Students should share ideas and help each other during the study time in class.
8. Treat others as you would like to be treated.

During the semester or school year, the students were reminded of the agreements and encouraged to practice the principles.

ANALYSIS: I was continually reminding the students to remember the agreements that had been made in the beginning. In the presence of emerging situations, we reminded each other of the guidelines as they applied to the situation. We also talked about the importance of each person and the fact that each of us has delicate feelings.

CURRICULUM: ART
SCHOOL: PROVO HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS
RESPONSIBLE USE OF FREEDOM, LEADERSHIP, FOLLOWERSHIP

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: LYNN POULTER

* * *

PURPOSE: To help students assume responsibility by letting freedom do its thing.

SITUATION: This happened in a painting class; I am an art teacher. Our wash-up sink had become so dirty that it was in an intolerable condition. Out of desperation, I had taken to cleaning the sink myself, thinking that if students found the sink clean they would be more apt to keep it that way. This was true of some, but others took it as a signal that all responsibility had been removed from their shoulders and they were free from fear of consequences. It had become a thing with me. If they could be content with ruining the equipment, wasting their supplies--and it's a condition brought on by that filthy sink--I was going to let them do it. I would just see how far they would let it go. After about four weeks of not cleaning the sink, that whole corner of the room had become a monument to filth. I wondered if anything short of dynamite would remove the accumulation of paint, clay, etc. Then one day in class an Indian boy who is usually very quiet simply stood up and said he thought we were a disgrace and that something ought to be done about the clean-up because it had gotten to the point where he couldn't even paint because of the mess. He finished, the room was silent, and he sat down and returned to work. There were no other comments from any of the other students. (It may seem that I was shirking my duty, but it was genuinely difficult to let the room go to "pot." Also, there is certain risk and anxiety involved if some school official should come to inspect.) I started fabricating a story to tell the principal in case he came in and saw that loathesome corner--something like, "I've been asked by an archaeologist to preserve that area so the residue of centuries could be peeled away and studied a layer at a time." The next day I walked in and the sink was clean--I mean it was scraped and scrubbed, near its original shine. A little investigation revealed that the Indian boy had sluffed two and one-half hours that morning and had done the job alone. Now that was six weeks ago. The sink is still clean today, with no effort on my part. The students wouldn't clean it when I asked them; they didn't care how hard I worked to keep it clean myself. Only when one of their peers initiated the clean-up did the problem get close enough to them to motivate them.

Responsible use of freedom

Leadership
Followership

Interpersonal relationships

ANALYSIS: I believe that the life skill we were dealing with was the responsible use of freedom. The secondary skills that were evident were leadership on the part of the Indian boy and that of followership on the part of the class. There was also interpersonal relationship involved. Attitudes were involved, together with consideration for others. There was evidence of the devotion to group ideals and loyalty to the leader.

Coaching	The coaching that was done was simply allowing the environment to demand spontaneous leadership which finally emerged; hence, followership and the other skills I have mentioned were practiced.

CURRICULUM: ART
SCHOOL: PROVO HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: LYNN POULTER

* * *

PURPOSE: To develop an environment in which an emotionally disturbed student could function through practice of positive interpersonal relationships.

SITUATION: I had a student once--I will simply call him Tom, which is not his real name. My first encounter with him was on the first day of school this semester as I entered the room to find him sobbing bitterly--only interrupted by outcries of almost eloquent anguish. He hated life, he hated his fellow students. The whole world was against him; what was he going to do? Then he would break down and sob some more. As I delved into the problem a little further, I discovered that I had a student with brain damage--with definite learning disabilities and paranoid tendencies. He saw an enemy behind every other student and every teacher anywhere he went. We either had to mainstream this student, Tom, or we had to put him in an institution. I thought I could accept that challenge; however, about two weeks later when he had destroyed a lot of equipment (throwing it to the floor), had attacked other students, physically grappled with me, cried, and had just been emotionally rent with anguish, I wondered if I had enough stability to continue.

Responsibility

Alternatives presented

The other students in the class had discovered key words that would set him off and send him into a tirade. They would say, "You're a 'fag,'" or "Tom, we hear you steal," or "Tom, you're a pervert." They would do this quietly. One day I had taken Tom up to the counseling center after one of his outbursts; he was just exhausted from weeping and carrying on in class. I went back and addressed the class: "Look, kids, you have got to help me with this situation. The boys who were normally antagonistic didn't want to give me their whole attention, but they did listen. My strategy was to get the class to share the problem with Tom and me. The class provided the environment that Tom and I had to function in. If he was going to be a student and I was going to be a teacher, they were the ones that pretty well set the mood. I gave them the responsibility. I asked them, "Is this a good class atmosphere for you to work in--when you can see such anxiety here and such high levels of tension?" They agreed: "No, it isn't." I said, "What can we do about it?" One of the girls said, "Well, so-and-so needs to lay off Tom; he needs to quit riding and teasing him." Then "so-and-so" said, "Well, I'm not the only one who does it." Then another student spoke up and said, "Right, you're not. This other guy needs to lay off him, too." Then those boys didn't want to carry the whole responsibility and said, "Well, you know you girls could help, too. You just sit there and paint, stay right out of the situation, and look the other way." I told them that I have no special training in this area; I am just doing what it looks like I ought to do--just playing it by ear. Nevertheless, before we were finished with this conversation, we had decided to share the problem. We decided that the only way he was going to have a passing experience was for us to cooperate. The alternatives were for him to

Citizenship
Use of freedom
& responsibility

Determiners of
own fate & the
fate of fellow
students.

go to an institution or to stay in school. Did we want to be responsible? Did we want our class to be the one that sent him to the institution? Did we want this responsibility on our shoulders? No one wanted it. We decided to take the challenge and assume our responsibility. We decided that when Tom had a "fit," instead of goading him on we would kind of get out of his way and let it run its course. No student in our class would say those key words and phrases that seemed to set Tom off; and when we were present elsewhere in the school, we would do what we could to insulate him against those mischievous people who antagonized him.

Unity of purpose
Pride in being
involved in a
worthwhile project

On subsequent days when Tom returned to class, I do not mean to say that everything was smooth; but as we would look at each other--teacher to students and students to teacher--we had a certain common cause, a bond, a unity. Our agreement, our singular purpose, was that we were going to try to accept our share of responsibility for this problem--not Tom's emotional problem, but the problem of the hostile environment which we had created. We were going to try to make that environment as friendly and as easy for Tom to live in as we could.

Problem
solving

ANALYSIS: The class improved remarkably. Not only were the conditions and the life of Tom improved, but the unity and the spirit in the class improved. I believe, as I analyze this, that a lesson in citizenship, in responsible use of our freedom, and in accepting responsibility resulted. The day when we had to face the problem, we had a good experience in problem solving.

CURRICULUM: ENGLISH
SCHOOL: PROVO HIGH
LIFE SKILL: POSITIVE INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: SENIOR
INSTRUCTOR: CARL VAN LEUVEN

****

PURPOSE: To provide experience in analysis of fiction to help students understand some positive and negative interpersonal relationships.

SITUATION: I posed several problems and solicited individual responses:

1. Can society change a person's basic nature? How? Give examples.

2. Does man have a "suppressed self?" Give example. Can we project different phases of one personality to different groups of people?

3. Why is a person's identity necessary? What does it mean to find one's self?

4. How does a person acquire a self-image? Why is it important?

I talked about Franz Kafka's life and his relationship with his father. I discussed here that we would read a story that has at its foundation interpersonal relationships. We further discussed Kafka's concepts of human alienation, estrangement, and isolation.

We read Kafka's story, "The Metamorphosis." It is a bizarre story that deals with a young man employed as a clerk who wakes up one morning as a beatle or some kind of an insect. The story is a metaphor for some deeper problem--distortion of human nature by continued degradation by others.

I gave the students two handouts--one on the story and one on satire. We discussed that satire is written because of an author's frustration at conditions he cannot control. Kafka wrote this story in response to conditions in the world which should not be there but are.

ANALYSIS: I pointed out how this story, being metaphorical, is a parallel to Kafka's own life and his father's poor interpersonal relationship toward him. I then gave several examples indicating how members of the class could influence another's life and perhaps shape it. I mentioned, for example, the student who is always rejected; and others around this person reinforce the rejection. We talked about how some students stereotype other students as "cowboys" or "D-wing hangouts." We also talked about how we give positive feedback to the "smart" students in school or to the "star" athletes. I tried to use as many examples from the class itself as I could find. I also indicated that teachers can help enforce self-images by grades, praise, or criticism. Students were asked to think of a time they hurt another person because of their relationship. I discussed several other experiences I have had with students (out of Provo School

District) like Jeff who committed suicide because friends made fun of his retarded little brother; or like Margo who deliberately rebelled, ran away, and got pregnant because of taunts of classmates around school; or like Tonja who, in seventh grade, was considered legally insane because of the child abuse she received at home (very close to Sybil from the television show of the same name).

We ended this discussion by asking what could be made better that WE HAVE CONTROL OVER to improve the situations of these students and the situations each student has written about.

CURRICULUM: SOCIAL STUDIES
SCHOOL:
LIFE SKILL: INTERPERSONAL RELATIONSHIPS: LISTENING, USING LANGUAGE OF COURTESY, DIFFERING RESPECTFULLY

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: DIANE CHIDESTER

* * *

PURPOSE: To use a real situation as a device to help students practice, with coaching, the above life skills.

SITUATION: As a teacher, one often finds himself faced with crisis situations demanding the effective use of life skills. Such was the case this day when Danny, a junior, came to class tardy--as usual. I found myself confronting him as he walked through the door.

Teacher: "Danny, do you have an excuse for being tardy?" (As we talked, I asked Danny to step out into the hall so as not to involve the class.)

Student: "No, I don't."

Teacher: "Please stop after class, and we will talk about your tardies. Also, please take the new seat you were assigned." At the mention of taking his new seat, Danny exploded in anger.

Student: "Why are you always on my back?"

Teacher: "Let's talk about this later, Danny." I did not wish to get into a lengthy discussion then, as the class was waiting to get started.

Danny took his new seat but in doing so passed a student who made a remark I did not hear which obviously upset Danny. (The problem was that Danny was always late, and the class had been trying to compete with other classes in dropping their tardy average.) Danny responded to the remark by tipping the student and his desk onto the floor. Both boys got up, ready to do battle. I stepped between them and asked them to take their seats. I said we would settle this later. Both did respond to that request. It was a tense time for all, and the class was uneasy for some time.

I knew that if I solved this problem, the boys might still have feelings about what had happened. Also, I knew Danny and I needed to talk out our problem and come to some agreement for our relationship to continue in a successful manner.

Coaching

First, I modeled for each boy self-control in asking them to delay their argument until they had calmed down. (The delay was as much for me to calm down as for them.)

Interpersonal relations, listening, communicating

Secondly, I knew Danny and I needed to talk. Fortunately, this class period was devoted to individual work. I called Danny up to my desk and asked him why he felt so "picked on." At this time I don't remember the exact words, but he said something to the effect that I was constantly reminding him of his tardies and the fact that when he sat next to his friend, he talked incessantly. Others in the class also talked, but I seemed to pick on him the most. He had a point. I was concentrating on him more than others. So we compromised. He would try to avoi the excessive tardies and take his assigned seat. I, in turn, would try to avoid harping and give him an opportunity to remed the problem.

Problem solving
and decision
making

I then referred Danny to the confrontation he had with the other student. He admitted he acted out of anger to me. I asked him what he wanted to do about it. He said he would like to talk to the other student after class. I suggested they use my office and straighten things out.

Interpersonal
relations,
listening,
communicating &
need to save face

I also had an opportunity to meet with the other boy who had been upended and embarrassed in front of the class. He needed to save face and needed Danny's help in doing it. I explained to him why Danny was angry and asked if he would be willing to talk it out with Danny. He said he would.

Both boys met after class in my office. I didn't join them. Instead, I gave them an opportunity to communicate their feelings and reach an agreement about what happened and why, and what they would do about it.

Understanding the
problem and
helping each
other save face

When both boys came out of the office, I said, "How do you feel about things now?" "We've talked about it, and Clarence understands why I acted the way I did. I'm sorry I picked on you, Clarence. I hope you understand. Okay?" "Yeah, it's okay." "Thanks, boys, for working it out. I appreciate it."

Expressing and
receiving love,
using language
of courtesy

ANALYSIS: In past times I might have quickly reacted to my own anger and marched both boys to the office. However, in first keeping my own self-control, I was able to think about what was best in teaching those "life skills" that would be practiced and internalized by the two students.

Since this incident, Danny has lived up to his part of the bargain. He has reduced his tardiness, sat in his proper seat, and tried to keep up with assignments. I, in turn, have tried to reinforce his positive actions and underplay the negative (which still happens occasionally). WE ARE BETTER FRIENDS NOW AND HAVE A BETTER UNDERSTANDING OF EACH OTHER'S NEEDS. He and the other boy have never had another confrontation in class. In fact, both seem to get along better.

CURRICULUM: ART
SCHOOL: PROVO HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: LYNN POULTER

****

PURPOSE: To use a difficult social situation which resulted from the presence of two students with deviant sexual norms as a laboratory for the temporary adjustment of the two in question and to help "normal students" practice tolerance in their developing interpersonal relationship skills.

SITUATION: A boy whom I had taught as a sophomore returned as a senior to my art class. As a sophomore, he was noticeably effeminate; these characteristics had become more pronounced as he returned. He was labeled as a "fag" by the other class members and severely ridiculed. As the semester progressed, an openly declared lesbian joined the class; the two became close friends. It was my perception that they were driven together by the treatment of the other students. Each provided a sympathetic ear for the other.

Since I felt unqualified to deal with the sexual behavior, I chose to concentrate my efforts upon creating a situation in which these students could do quality art work in the class and in which the other students became sufficiently self-contained to do the same. The presence of these two in the class was understandably upsetting to the other students to the extent that some of them seemingly could not concentrate on their work. On the other hand, several students took it upon themselves to make life continuously miserable for the two.

I physically arranged the class so I was between the two and the rest of the class. I extended sympathetic understanding to the two and encouraged them to work hard and to do quality work, which they did. I let them know that their personal life was their own affair and that I expected the same quantity and quality of work from them as I did from any other student. They responded positively to this treatment. They seemingly attended less to their personal situation and were able to attend to the art tasks at hand. On the other hand, I found it necessary to deal directly with the problem in the case of those who were trying to make life miserable for the two. I decided I would tackle this part of the problem with some of the life skills we had been studying in the seminar. In a semi-private conversation with two or three of the students who had been most active in persecuting the two students and who found it difficult to concentrate on their work because of their presence, I opened the subject: "There is a problem here; let's identify it." They said, "We know there is a problem here." "Is it your problem? Is it affecting you? If it is affecting you, then some of it is your problem." By going through a simple chain of logic, it was quite easy to demonstrate to these students that they were hurting themselves by trying to own a problem that belonged to somebody else. This seemed to take a lot of pressure off the situation.

In addition, I increased the work load for the entire class. The two "deviant" students did good work and in some cases were exemplary. The other students had less time to make fun and ridicule the two; and with the thought that they were dealing with a problem that really was not theirs, the class settled down and a more or less normal situation resulted.

ANALYSIS: I did not deal with the sexual problem of the two students but concentrated on facilitating their learning along with the others. I think I succeeded in helping them all approach the classwork normally. I set the environment by placing myself between the two students and the rest of the class. I believe I was able to turn their influence to the good of the rest of the class in that they were both diligent workers. They kept to themselves and showed no inclination to socialize with the others. The "normal" students began to see that they were being outdone by students which some of them considered inferior. I gave much heavier assignments which relieved much of the pressure of making fun of and ridiculing the two. Some good came from the situation in that it forced me to exert more and push harder than I would have done ordinarily.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: HIGH SCHOOL STUDENTS
INSTRUCTOR: PAUL EDWARD FORE

* * *

PURPOSE: To help students develop perfect interpersonal relationship skills.

Interview served as practice session

Communication

SITUATION: The student who plays the leading role in this situation had a problem paying attention in class. He talked frequently to his friends and had a very difficult time paying attention when he was not talking. He resented any approach I made. One day the student threw something across the classroom during a class discussion, and I asked him to leave. After thinking about the problem, I sent a note to the student later in the day asking him to see me during my prep period. I approached the problem as I saw it but did not put the student on the defensive. I asked him how he felt about the class and the situation. He indicated he felt he was picked on and also said his other teachers treated him the same way. I explained to him that I was also human and felt much the same way because of his behavior. I believe through our discussion we both worked out our feelings. More than any problem-solving skills, I believe we worked out our feelings and developed a sense of worth in both of us. I did not expect great changes, but I am sure we both felt better.

The next day and the next weeks have been completely different. The student is now a model student. I have said no more to him but have tried to be his friend and encourage him. He listens in class, his grades have improved, and we have no problems. He even encourages others to listen and work hard.

ANALYSIS: (For our purposes here, we need to point out what skill was being practiced by the student and how.) Opportunities are everywhere. I have noticed this same student is perhaps getting along with other students better. I have not made a conscious effort to bring up this same discussion or topic since our talk. I do intend to mention it again toward the end of the year. I have complimented him several times in related areas.

How students were coached

I believe that without our interview and without some of the suggestions during it, the problem would either still exist or a deeper problem might develop.

CURRICULUM: ART/POTTERY
SCHOOL: PROVO HIGH
LIFE SKILL: INTERPERSONAL RELATIONSHIPS

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: LYNN POULTER

****

PURPOSE: To establish a setting in which a student could regain self-confidence through improved interpersonal relationships.

SITUATION: A student of one of the other art teachers came over into my part of the room; she was very upset. She stated that she hated the other teacher. He is a fine teacher. He wouldn't do anything purposely to upset a student unless it was for his or her ultimate good. I decided it might help if I made myself available to talk. I discovered that she was totally frustrated because of some personal conditions she felt the other teacher didn't understand; and because of this, she felt he was being unfair. She could see herself on the brink of failure in that class through no fault of her own. She had tried to do her best. I talked to the other teacher. I informed him of my plans, and we agreed to work together.

As she perceived it, she was not going to get enough work done in that class to keep her grades at the high level she was accustomed to. She felt that was no fault of hers because she was working diligently. I agreed to help her in any way I could without usurping authority from the other teacher and without doing things for her that he should be doing for her or that she should do for herself. This was satisfactory with her.

Responsible use of freedom

Learning to use interpersonal relationships

Coaching

The coaching that took place here was for us to set up the freedom she needed to try to solve her own problem, using both of our classes and both teachers as her resources. Her practice in solving the problem came as I reinforced her judgment. Then she would go to the other teacher and say, "I'm making this much progress. As you can see, I am working hard; and if I'm given just a little more time and a little more freedom, I'm sure I can do well and pull out my grade." Then she would come back to me, and the two of us would practice the skill. In this situation, I was able to give her the needed reinforcement. This particular situation may not be healthy because she was using the other teacher to receive approval and me as a crutch. The problem left to be solved was to help her gain confidence in the other teacher and in her own ability.

She was still reluctant to go on her own with her own teacher's help because she wanted to go there with her work done--as if she had done it all herself and as if she had had no help in her decisions. She felt very insecure with her other teacher. I purposely became more and more busy so that I had less and less time to work with her, and she had to make more of the decisions herself or consult with the other teacher. The project was quite a large sculpture piece with many facets to it, and it was very difficult for a high school student to accomplish. I believe our strategy worked.

Interpersonal relations

ANALYSIS: She came to me with the problem, feeling she could not learn from her other teacher because they had reached an impasse in their relationship. I was able to take over for a time, simply by being a sounding board for her until she built up confidence where she could once again return to that teacher as I gradually withdrew. When she reached the point where she was back under the first teacher, she had finally developed the skills necessary to handle his criticism and to grow from it instead of being devastated by it. The coaching was provided and the freedom made available to try these alternatives and to select the one that seemed to work best. She was then allowed to practice it in a condition she could tolerate with a teacher with whom she had no problems until she gained enough self-confidence to transfer back to the first teacher.

When my class ended, she made a comment to me to the effect that in looking back over the semester, she couldn't really understand why she seemed to have so many problems with what she was trying to do because now she had good memories of both teachers.

CURRICULUM: GERMAN
SCHOOL:
LIFE SKILL: FREEDOM AND RESPONSIBILITY
DECISION MAKING

GRADE LEVEL: GRADES 9-12
INSTRUCTOR: M. BRENT CHAMBERS

* * *

PURPOSE: To provide for practice and experience in the areas of freedom, responsibility, and decision making.

SITUATION: With so much emphasis in the last few years being placed on individualizing instruction and letting students work at their own pace, I found myself in quite a dilemma as I tried to figure out how I might implement some of the fine ideas and concepts of individualization in foreign language. It seemed so logical to let students accept the responsibility for their own learning, to work at their own rate. The slower ones would not always be discouraged by continual failure, and the faster students would no longer experience frustration at always having to wait for the slower students to finish so the class could move along. Everything seemed so simple until I finally remembered what I was trying to teach--language and communication. How could I possibly teach students to communicate and interact in German if I were to segregate them and turn them loose at their own rate. Wouldn't I be destroying exactly what I was trying to accomplish? Our goals were to learn to speak, to listen, to interact, to become aware of the culture. How could I individualize without compromising the goals of my program?

Alternatives

Horizontal individualization was the idea that I came up with. My rationale was as follows: The students would all be working on the same unit at the same time for a specific number of days, but they would be able to work at their own individual paces on the unit. A minimum outline of assignments and objectives would be given to the entire class. Included in this minimum outline would be all of the important communication and interaction activities that must be a part of the foreign language course. All students would be involved with them. Successful completion of these minimum assignments would insure a student of a "C" grade. In order to receive an "A" or "B" grade, a student would have to do more. For a "B" each student would have to complete one QUEST project. For an "A" he would have to complete two QUEST projects in addition to the minimum unit. These QUEST projects were to be chosen by the individual student and were to be the types of activities that held a special interest for the student. Although the students determined their own QUEST projects, they were subject to prior teacher approval. This type of individualization allowed me to better meet the needs of my students, and it also let me continue the large group interaction that is so important in the foreign language classroom.

ANALYSIS: This program allows each student a great amount of freedom. He can decide basically what he wants to do. Students have done many different types of QUEST projects. Some examples are memorizing poetry, learning to sew from German patterns, learning to read the German gothic script, doing additional practice with previously taught materials, writing to penpals in German, and many more. These have greatly enriched each student's background and have allowed for some great opportunities to explore. The students also take more responsibility for their own grades. No longer do they try to accumulate the points that the teacher might want to offer. They can now set their own goals and decide their own involvement. They assume the responsibility, and they make the decisions.

CURRICULUM: ENGLISH
SCHOOL: PROVO HIGH
LIFE SKILL: FREEDOM AND RESPONSIBILITY

GRADE LEVEL: SOPHOMORE
INSTRUCTOR: CARL VAN LEUVEN

* * *

PURPOSE: To use literature as a means of understanding the relationship between freedom and responsibility.

SITUATION: I started this unit by asking, "If a person fulfills a responsibility, what is the result?" Students generally decided that consequences were positive and that a person would be given greater responsibility. Finally, I admitted that freedom of some kind is the reward of being responsible. I then asked the question, "What is the result of freedom?" Students immediately saw the relationship to responsibility. I told students we would be reading a play called "The Tempest" by William Shakespeare, and one of its major themes was the idea of freedom versus bondage.

We read the play which deals with a duke who has had his throne usurped by his ambitious brother. The duke, Prospero, has caused a shipwreck by magic which brings to his island all his enemies. A prince falls in love with his daughter and two drunken servants find his deformed hag (named Caliban). Prospero calls to repentance all his enemies and forgives them as he is restored to his dukedom.

After discussing the several other messages that Shakespeare wanted to impart in this play, I mentioned that freedom is no less a moral lesson for him. I asked students to interpret responsibility into specific behaviors. This seemed very difficult (even for adults) to do. Their list follows with my comments in parentheses.

In society, you are responsible to do what?

Do my part. (What does "your part" mean?)
Be good. (What is meant by that?)
Have good values. (What do you mean by that?)
Be moral. (Whose morals?)
Live by Christian standards. (What are those?)
*Forgiveness-turn other cheek
*Be virtuous
*No adultery
*Don't kill (amended to violence and harm)
*Have self-control (I gave this one to the students)
*Give service to others (How?)
-Be aware of others' needs and fulfill them
-Be considerate
-Be a friend (How?)
-Give warmth and sincerity
-Help others without selfish motives

I asked the students to select as many of these as related directly to possessing freedoms or to guaranteeing freedoms of any kind. The ones marked with an asterisk (*) were selected and discussed in relation to freedoms. We related these to the play, "The

Tempest," by specific lines and scenes as follows:

Forgiveness	Prospero: "I do forgive thee (to his brother and enemies). I do forgive thy rankest fault, all of them"(V,i)
Virtue	Prospero: "The rarer action is in virtue rather than in vengeance." (V,i)
No Adultery	Prospero says that Ferdinand may marry his daughter, "But if thou dost break her virgin-know before all sanctimonious ceremonies may, with full and holy rite, be minist'red, no sweet aspersion shall the heavens let fall to make the contract grow; but barren hate, sour-eyed disdain and discord shall bestrew the union of your bed with weeds so leathly that you shall hate it both."
Kill (harm)	If a person harms another, he himself suffers or is punished as much as the person wronged. Ariel punishes three men of sin (III, iii) and passim in the whole of Shakespeare cannon.
Self-Control	Shown in book by objective image and reference to art or using knowledge, mental ability, or rationality. Prospero's magic comes from his using his mind to control environment but must control self first.
Service to Others	After the storm, Prospero explains that "There's no harm done." He shows concern in "But are they, Ariel, safe?" (of his enemies) and is relieved to learn, "Not a hair perished."

We discussed the irony of Caliban shouting, "Freedom, freedom," when he mistakes two drunken sailors for his celestial gods and swears to follow them if they give him drink. I then presented this chart (which helps students see other themes, also):

	Christian Terms	Political Terms	Classical Terms
ethic	sin	crime	evil
	vs	vs	vs
	righteous	moral	virtue
RESULT	SALVATION	FREEDOM	HAPPINESS

Bringing the principle closer to each individual

Finally, I asked students their responsibilities to preserve freedoms. They mentioned those listed on the chart. I asked what freedoms they want and what responsibilities they are willing to assume to assure those freedoms.

We talked about class freedoms as examples of their personal freedoms. We used the example of their going on dates since most sophomores will soon be dating. We discussed the freedom of using the family car because most will be getting their drivers license within a year's time. We discussed their classroom freedom (of the relaxed in-class atmosphere) versus a strict authoritarian teacher. We also talked about their responsibility to turn assignments in on time. They have the freedom of time to complete an assignment; and if their priorities are such that the assignment is not completed when due, they must be willing to take the consequences alone and without excuse.

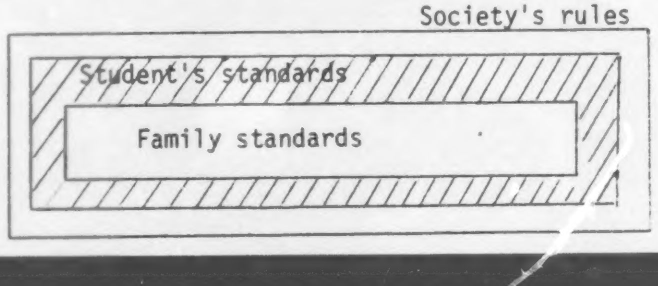
We then discussed the fact that within each student's world and the larger, more controlling and powerful world (which enforces laws imposed on us, whether right or wrong) are certain limits of behavior. We draw perimeters around the things we would or would not do and place them in juxtaposition to those of another person. Inside the box are the things a person can and will do. He may move around inside the box with no violation to his conscience; outside the box is the area where his personal ethic standard will never allow him to go. For instance:

John	Mike
Personal freedom	Personal freedom Does smoke, uses drugs, is immoral, does cheat and lie, uses violence
Doesn't smoke, use drugs, etc.	Won't "nark" on buddy or kill

Verbal concept development

We discussed the rules made by society and its perimeters. If a person remains within the box, and the box is within society's box of social standards, a person would never leave society's expectant behavior and would, therefore, never come in conflict with the law. If, on the other hand, the person leaves society's rules, the society forces the person out of its environment by ostracizing him. This means we are free to act within certain limits that society sets for us. If we move outside those perimeters, we must take the punishment or social criticism.

Conflict can arise if one person's perimeters are wider than an important reference group's such as one's family, community, or religion. If a student, for example, insists on moving out of the perimeters of his family but stays within the confines of society's perimeters, the resulting conflict (the gray area) will cause mistrust by his family; but he is still accepted by society.



We referred again to the idea that if a student wants to use the family car and is given instructions to be home by 10:00 p.m., the student has a freedom; but the perimeters must be respected. If the student comes in at 2:00 a.m., the family will refuse to believe his credibility--to borrow the car again may bring further misuse of freedom. Another way of saying it is that because the student's own personal freedom of conscience allowed him to ignore the family's conscience, he must now take the consequences of the family's punishment. The family may punish by physical means, by refusing other privileges, or by not letting him take the car.

If the student's and family's conscience coincided exactly, there would never be any conflict. Adults or others in authority can trust us so there is more freedom (and greater responsibility), but the student must always respect that responsibility by not abusing his freedom or he must reap the unpleasant or undesirable consequences.

ANALYSIS: The discussion was profitable. Next steps would be to use actual interaction among students to apply the principle and coach students in their personal individual skill.

CURRICULUM: HEALTH
SCHOOL: TIMPVIEW
LIFE SKILL: USE OF FREEDOM AND RESPONSIBILITY

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: DREW BOLANDER

* * *

PURPOSE: To provide a capable student experience in responsible use of freedom.

SITUATION: I had a very bright boy in one of my classes who was consistently disrupting others. He would pay little attention to what was going on in class, sluff whenever he could get away with it, or he would make it necessary for me to ask him to leave.

I was puzzled about this behavior so I decided to ask him what the problem was. He indicated that he had no interest in health and that what we were learning had no bearing on his life. I realized that he wanted me to defend the subject I was teaching. Furthermore, he wanted to argue the issue. Instead of offering a defense, I asked him what he felt would be valuable to him. He listed a few things. He said he wanted to learn only those things he wanted to learn and nothing else. I said, "All right, you make a list of what you feel you want to learn in this class; and I will give you the freedom to learn them on your own. You will have the freedom to leave class after roll call and work in the library, writing reports to turn in. If you do well, I will let you continue; but if you waste your time, you will have to return to class." He was obviously surprised that I would allow him this freedom and happily agreed to it. I emphasized that he had the freedom and responsibility to "make it or break it" and that his grade would be based on whatever he did. He took that challenge. He left with a list of written objectives and goals which we had worked up together.

At the conclusion of the term, he turned in his work; and he had, in fact, met the projected goals.

ANALYSIS: I found it interesting that this bright boy felt health was something he didn't want to learn about; but when given the challenge to learn on his own rather than with his class, he eagerly wanted to learn. Although he did not decide to study all the subjects we did, some of the topics were more difficult and actually most pertinent to his own health and well-being. He was challenged to study on his own, and he worked well. He was responsible. Many of the goals he set for himself were the same as those set for the class, but he was unwilling to accept class goals. On his own he worked very hard and learned a great deal. I gave him the same tests I gave the rest of the class, and he did very well on them. This was an experiment I would not have tried with every student. However, in this particular case it was a good experience for both of us. He learned to be responsible for his own education, and I learned that giving him the freedom to do so taught him more than if I had forced him to remain with the rest of the class.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: RECEIVING AND EXPRESSING LOVE

GRADE LEVEL: GRADES 11 AND 12
INSTRUCTOR: PAUL EDWARD FORE

****

PURPOSE: To advance student skill in expressing and receiving love by concentrating on specific sub-skills.

SITUATION: In teaching this group of students (juniors and seniors in high school), I have noticed a real lack of the ability to both show and receive love. A good deal of the time students interact, they are more concerned with themselves than others. Even with teachers they tend to have few relationships close enough to develop such skills as radiating friendship, listening to others, respecting others' property as well as their own, and allowing others to shine. I believe if a student can first receive love, he will be more eager to express love and concern for others. I attempted to concentrate my efforts in one particular area and see its affect in the other areas of interpersonal relationships and the ability to receive and express love.

Practice

Practice

(Coaching)

Willing to share feelings

Concern-respect

Self-worth

One of the easiest behaviors that anyone can develop and use in the area of expressing love or ultimate concern seemed to me to be the specific skill of smiling and greeting others even when it is not convenient. I was curious to see what effect this seemingly insignificant behavior would have on my students' behavior in class. My goal has been to smile and warmly greet anyone in the halls, commons, classroom, or anywhere I happen to be. At first I got a few questioning responses such as, "Uh, hi?" from students that weren't sure if I was talking to them or the wall. I have continued this behavior and have noticed a few noteworthy responses. Almost immediately, students began to respond. I really began to enjoy greeting people everywhere. I also noticed that the individuals with whom I had the chance of exchanging greetings began to seek me out in a crowded hall and shout a warm "Good morning, how are you today?" The results have been very positive. In my classes, the students seem to realize I have a sense of concern for them (outside of their textbook). I have had some good discussions in the halls with other students that could never have happened, or at least not in the same way they happened in the spontaneous setting that seems to be more informal than a classroom. Although I'm sure this is only a small effort, I have really enjoyed the responses and the change that seems to be taking place in a couple of students' self-worth and involvement in school. Supportive to this skill would be more than just the practice listed above. I believe a more lasting effect would probably be a more formalized understanding of the skill by the students, and perhaps coaching in an appropriate manner.

ANALYSIS: Although this skill of expressing genuine concern for the welfare of others is greatly needed, I found myself falling short in my responsibility as an educator. In my attempt to teach this skill, I found I really did the learning. The students were about to see the skill and feel its effect in their lives. I am still in the process of bringing them to an understanding of the skill in a more formal way such as a minute or two during a class period where we could discuss a few ways to both give and receive love or concern. With this introduction, I could offer a challenge to the students to try such an experiment as I tried and report back any change in their lives and in the lives of those they cared about enough to show concern for in small ways.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: EXPRESSING AND RECEIVING LOVE
SUB-SKILLS: INTERPERSONAL RELATIONSHIPS, INDIVIDUAL WORTH, AND DECISION MAKING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

****

PURPOSE: To provide a model of positive interpersonal relationships and of expressing and receiving love.

SITUATION: Fred (name changed) was a better-than-average tenth-grade algebra student. He was nice looking and seemed to me to have good manners.

With about a month to go before the end of the school year, Fred got himself into such deep trouble with the high school administration that he was expelled. I was surprised to hear of all the problems in which he had been involved.

I made the decision to try to help Fred finish the algebra class. I went to the Dean of Boys and asked his permission to let me work with Fred after school and at my home in an attempt to get him through the algebra, to get him some credit, and to help him straighten out his problems.

Expressing & receiving love

Fred and I met many times for four or five weeks during which time I tutored him in algebra and worked to build his self-esteem. I let him know how important he was and that I cared what happened to him. We talked about his problems, and I tried to get him to solve them. I made positive comments about his parents and told him that they loved him and wanted him to succeed and be happy.

Fred finished his algebra, and I had his credit recorded (with special permission) on his permanent file. He was not as successful in turning his life around. He did not get back in school permanently, and he did not graduate. His parents are still crushed by his poor choices.

I talked to Fred now and then following the tutoring, and we had an excellent relationship. He thanked me for the special help on several occasions. His parents also have thanked me for the extra effort.

Coaching and discussion

Fred and I talked of the future and how his decisions would affect his life. We talked about the pressure of his peer group on his decisions. I always tried to let Fred know that there were many people who cared for him.

I spent more time privately coaching Fred than I have any other student. I have always wished that I could have had more success with him than just with the algebra. I failed to shake him loose from the power of his peers.

ANALYSIS: Modeling skills by the teacher is important. Helping students in the decision-making process doesn't always result in their making right choices. While "success" as I would wish it did not come, my concern for this boy resulted in lasting friendship, and the final tally isn't in yet.

CURRICULUM: HEALTH
SCHOOL: TIMPVIEW
LIFE SKILL: EXPRESSING AND RECEIVING LOVE

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: DREW BOLANDER

* * *

PURPOSE: To help a specific student gain confidence in my friendship and begin to express himself because he knew that others cared for him.

SITUATION: This shy, withdrawn boy needed to know someone cared and to feel confident in other people. He was always extremely quiet, reserved, and very shy in class. If I would talk to him, he would not even answer. I tried to get close to him by sitting down and chatting with him. At first I had very little success in getting him to express himself, let alone confide in me. In checking school records, I found there had been a recent divorce in the family. His mother had left him with a grandmother, so he never saw his mother.

As the students were working in class, I would walk around, put my arm on him, look at his work, and talk to him regardless of his responses. I would make positive remarks about his work whenever I could and otherwise try to build his self-confidence. As he slowly began to respond to me, I would, on occasion, buy him an ice cream and sit and talk with him (though I did almost all the talking). I made it a point during lunch hour to go into the lunch room, spot him, and maybe sit down and eat my lunch with him. It was a very discouraging thing to do because he was so slow in responding to me that I sometimes wondered if I could ever reach him. Finally, he began to visit with me; and he wanted to know what he could do to help me. I was thrilled. I let him come in after school to help me. He seemed to enjoy cleaning off the blackboard, straightening the desks, and getting things out for the next day. I grew to sincerely like this boy.

Other teachers heard what I was doing with him and began taking a personal interest in him, also. We discussed him in private conversations and agreed we needed to be careful that our concerns were genuine. Several teachers have also made lasting friendships with him and have helped him come a long way in trusting and reaching out to others.

ANALYSIS: This boy will be a lifelong friend. In helping him develop skills in dealing with the powerful emotion of love, I found that I received as much or more than I gave. As teachers we cannot always take such a personal interest in each of our students; but in every teacher's experience there stands out, above others, one student from whom we must say we learned as much as we were able to teach--one student we will never forget. This young man is no longer shy. He has a good self-image, and his school work is of high caliber. He still has a way to go, but he expresses himself well and works hard.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: LEADERSHIP/FOLLOWERSHIP
PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

* * *

PURPOSE: To organize activities within a geometry class designed to develop leadership-followership skills.

SITUATION: At the beginning of each term the students were told that they could earn 10 percent of their grade by special participation in the geometry class. They were asked to select problems from the assignment, write the steps to the solution on the chalk board, and discuss the solution with the class.

The student presenting the problem was the leader of the class discussion on questions concerning the solution. The understanding was that class members were to work as a team, with the one leader, in examining the process steps and other possible techniques that could be used in solving the problem.

Usually, about 80 percent of the students chose to earn part of their grade this way. They were timid at first, but they gained confidence as they developed leadership skills. Many of the students seemed to enjoy the challenges. Numerous times they would ask in advance when they could put problems on the board.

ANALYSIS: During the year I tried to reduce the fear of putting problems on the board by a continued discussion of the purposes. I tried to help the students select problems that were at their individual ability level.

Most of the students enjoyed discussing the problems with the class after the first term.

CURRICULUM: MATH
SCHOOL:
LIFE SKILL: LEADERSHIP/FOLLOWERSHIP
SUB-SKILLS: INTERPERSONAL RELATIONSHIPS, THINKING,
DECISION MAKING, PROBLEM SOLVING

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: KAY W. LAURSEN

* * *

PURPOSE: To capitalize upon student body organization to provide student leaders, practice in positive interpersonal relationships, and leadership-followership skills.

SITUATION: I was asked by the principal to be the chairman of the high school assembly committee. The committee consisted of student government leaders, the vice-principal, and a faculty member.

A script for a student body assembly had been written and approved with qualifications by myself and the vice-principal. Practices were well underway, and soon it became time for the dress rehearsal and a final decision as to whether the assembly was of sufficient value to be put before the student body.

The scriptwriters and the players had become attached to the program. There had been some additions to the script since the time of preliminary approval. Also, the actors were doing some ad-libbing.

Decision-making process

The dress rehearsal wasn't very smooth, and there were four or five lines that were foul and in poor taste. They added nothing to the value of the assembly. I called all the actors and the assembly committee together and presented my feelings, indicating the rough spots. All those involved were also asked to express their opinions without hurting feelings. After a complete discussion of the problems and the alternatives, I asked the scriptwriters and players to get together and make some decisions which would determine the fate of the assembly.

The student leaders, scriptwriters, and players decided to cut the parts that were in poor taste, stop the ad-libbing, and made suggestions to make the program flow more smoothly. I accepted their suggestions and the assembly received its final touches from the players at midnight of the day before the performance. The assembly turned out to be one of the best of the year.

Coaching

ANALYSIS: I helped the students recognize what I thought were problems and gave the players a chance to express their feelings; alternatives were explained, as well as their consequences. The decisions were made by the students after knowing my feelings. The good parts of the assembly were given special praise and attention. I told the student body leaders that we did not want to hurt the scriptwriters' or players' feelings.

I went backstage after the final performance and praised the players for their fine work and told them how much their decisions had improved the program. I thanked the student officers for their fine example and leadership. The scriptwriters received a lot of praise from their peers. I was pleased that the students had enough loyalty to their leaders that they were willing to change.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: LEADERSHIP AND FOLLOWERSHIP
GRADE LEVEL: GRADES 11 AND 12
INSTRUCTOR: PAUL EDWARD FORE

****

PURPOSE: To provide students opportunities to practice leadership-followership skills in chemistry lab.

Group setting

SITUATION: In my chemistry classes, I have found a good area in which leadership and followership can be developed. Perhaps it also involves the skill of partnership. The time the students are working most closely with each other in class is in the lab. Students are assigned lab partners and in most cases do not choose whom they are working with. This is a new experience for many students and can be a bit frustrating without some coaching and practice from the instructor.

Goals stated

Problems defined

Communication encouraged responsibility

Encouragement

At the beginning of the year students are assigned in groups of two to complete lab exercises. I have found in most cases this is better than having them choose a friend because in such a partnership the leader/follower role is usually set, and there is less learning in this area. This is also true in interpersonal relationships. I first give general instructions in working together. We discussed such things as: (1) Working together is good; but if each has a specific responsibility, more can be accomplished; (2) Students are not only responsible for their own learning, but also for the learning of their partner; and they should feel free to telephone their partner for help or to offer help. In most labs there is the opportunity for partners to exchange responsibilities and change role--from follower to leader. (It is interesting to see the job from the other side of the fence.) I have offered some coaching in how to constructively criticize, encourage, and follow through during the course of the lab program. Most students find they can learn a great deal from their partner, not only in scientific problems but also in the skill of making and accepting suggestions, responsibility, and working together as a group. Some strong friendships have developed in these situations because students came to appreciate those they were working closest with.

Roles exchanged

Practice

Coaching

ANALYSIS: The skill of being a good follower or a good leader is best presented when the student has a chance of playing both roles and especially in exchanging roles with another person he works closely with. Most of the coaching is done either at the onset of the lab or during the lab, as I circulate among the students and try to resolve problems and questions. The result has been that after several labs, students have had time to practice and perfect some of the skills and consequently do much better in the lab and in being a better follower and/or leader.

CURRICULUM: ENGLISH
SCHOOL: PROVO HIGH
LIFE SKILL: LEADERSHIP-FOLLOWERSHIP

GRADE LEVEL: SENIOR
INSTRUCTOR: CARL VAN LEUVEN

****

PURPOSE: To provide guided practice in the skills of leadership and followership.

SITUATION: In order to introduce this skill, I explained that we will be seeing on video tape the television production of "One Flew Over the Cuckoo's Nest." There are other ideas (not mentioned here) which apply to the tape, but one major lesson deals with leadership and the ability to follow a leader. We discussed the qualities of the leader and the follower. Students seemed very reluctant to do this because, I believe, the qualities are so vague and ill defined in their minds. The ones they came up with follow:

Leadership

1. Organizes
2. Gives solutions
3. Sees problem clearly (students arrived at this with coaching)
4. Gives what it takes to be a leader (leader takes "guff" for decisions)
5. Shows concern (arrived at with teacher hints)

Followership

1. Follows without criticizing (amended to criticize constructively)
2. Gives own solutions
3. Tries to change problems in an acceptable manner
4. Overcomes problems--is part of the solution and not the problem

I asked if the students know people in their own lives that demonstrate these qualities, especially leaders they respect.

We watched "One Flew Over the Cuckoo's Nest." I asked students to decide which character in the movie demonstrated leadership and which showed followership. Since the video took three days, I listed for the students the qualities (mentioned above) that determine a good leader and follower. We analyzed the major characters in the video tape related to these. The students did the talking; I did the writing on the board. Students added the following to their list:

Leadership

6. Helps others reach goal
7. Encourages others to be active and take part

Followership

5. Accepts responsibility

LEADER	MC MURPHY	NURSE RATCHED (bad example)
Organizes	Leads men by refusing to be forced into stereotype	No spontaneity, too routine
Gives solutions	Builds men up	None--wants to keep situation and problem
Sees problem	Recognizes hen-pecking; tells that men are being kept down	Wants to keep people
Takes guff or flack	Has shock therapy and lobotomy	Always protects self so she won't get flack
Shows concern	Men in ward know that McMurphy likes them	Doesn't like men; is selfish
Helps reach goal	Treats men like normal men	Keeps men under thumb
Encourages to be active	Takes men fishing, teaches basketball	Keeps men sick
FOLLOWER		
No criticize	Doesn't criticize men or institution per se	Doesn't follow
Helps with solution	Builds men up; surrogate psychotherapist	Emphasizes weaknesses and never strengths
Change in right manner	Cooperates and is willing to but is always blocked--finally uses force with Nurse Ratched	Change is a threat; always wants men in routine
Helps overcome problem	Leads men to psychological independence	Keeps hen-pecking order and won't solve problem
Accepts responsibility	Accepts call even when he knows he can't be set free	Wants only to be leader

Follow-up

Group Work--Art Process Analysis

1. Divide students into groups or teams of four.
2. Students within group decide who will be leader. Students will select another leader who will be the person who draws the picture the group is assigned to make. (All the members should contribute their own individual ideas to the project, but only one member actually draws. All members can tell him what or how to draw, however.) A third leader is to "sell" and explain the picture to entire class (see step #4). The fourth member of the team will record reactions of team members (see step #5).
3. Students are asked to make or draw a team picture on school poster-size paper using the following criteria:

   a. The painting should be creative.
   b. The painting should integrate individual efforts into a team product.
   c. The painting should reflect the personality of the team, its members, and its thought about school life.
   d. Sign your team painting with a team name.
   e. Use crayons, colored pencils, pens, etc., provided by instructor. You may use paper in any way you want.

4. After the assignment is completed, each team is to have its assigned spokesman talk for eight minutes explaining the picture and trying to "sell" it to other class members by pointing out its virtues. The spokesman is not the same leader as that of step #2. This leader can receive information from his own team members only by written message after he begins to speak.
5. After each team has had a chance to talk about its painting, each team member will finish the following sentences. A recorder will record their remarks.

   a. The main thing that was on my mind when the team was first about to paint was ______________________________.
   b. Most important to me during the actual painting was ____.

6. Students were then taught L - M styles graph (see following pages).

POPULARITY VS. LEADERSHIP

AN INTRODUCTION TO THE PROBLEM

Every leader or member of an organization comes to grips with one fundamental human dilemma--the puzzle of how to balance his needs against the needs of other people in the organization. This struggle appears and reappears constantly in many forms. The leader or member may find himself in disagreement or conflict with another individual or with a group, or with the demands of the organization. Individuals reconcile their struggles in many different ways. The purpose of this paper is first to describe and illustrate different ways of resolving the struggle and second to consider how one's solution or leadership style makes him effective or ineffective as a leader, whether he settles for being just a "popularity kid" or seeks a far more coveted role--that of a leader.

THE LEADER-MEMBER STYLES GRAPH

Every leader must deal with the problem of how much he will be for himself and how much he will be for his members. We shall use the L-M Graph (Leader-Member) to illustrate this struggle and to describe five different leadership styles which a leader can develop as his habitual behavior for coming to grips with the struggle.

Suppose we plot on the left-hand upright axis of a graph (Table 1) the extent to which a leader is for himself. A leader who is very much for himself would be plotted high on the graph (capital L), and a leader who never stands up for himself would be low on the graph (small 1). We can plot on the lower, horizontal axis of the graph the extent to which a leader shows concern for his members. A low score on the left of the horizontal axis (small m) would indicate a leadership style where the leader shows low concern for the needs of members. A capital M on this scale would indicate a great concern for the desires of members.

TABLE I

L-M GRAPH

High Self-Concern L	L-m For Self Alone "one-man rule"		L-M "The Golden Rule" Teamwork
Leader's Concern for Self		1/m Seesaw "Popularity kid"	
Low Self-Concern 1	1-m "Burned Out"		1-M "Doormat"
	m Low Concern for Members	Leader's Concern for Members	M High Concern for Members

(The first letter shows concern for self; the second, the concern for members)

With these two scales in mind, it is now possible to describe five different leadership styles for resolving struggles between a leader and members of the organization.

The "Doormat" Leadership Style

One possible solution for the struggle between the leader and his members is to adopt a style where the needs and wishes of members are always placed above the leader's own needs (1-M).

The fundamental strategy of the "Doormat" (1-M) position is an effort to please and appease members at any cost. Whenever there is conflict between the leader's interests and the needs and demands of the members, the leader submits to the will of the members. Organizational activity is a ceaseless, exhausting effort by the leader to find acceptance and approval of the members. In effect, he serves as a doormat to be stepped on by all members when convenient or necessary. He leads with "a capital M" and brings great problems to the organization.

In the long run, this strategy is doomed to failure. Perhaps it is possible to satisfy one member all the time and to submit completely to the whims and fancies of this one member; but, in this complex world, the leader is exposed to the wishes and wills of many other members, and the "Doormat" style of leadership becomes an impossible crisis--"How can I please everybody when they all want different things of me?"

Example: A leader always tries to please all members, even when they take up much time with their demands for special assignments, special projects, etc. But suddenly three members all want a choice project assignment and the leader here simply cannot meet all three demands of all three members under his leadership style. He cannot come to grips with such a "harsh" decision.

The "One-Man-Rule" Leadership Style

An alternative way of resolving the struggle between leader and members is to ignore the needs and wishes of the members completely. The members operate under "one-man" rule (L-m). In this style, members become mere objects for the satisfaction of the leader's needs and lose their identities as human beings. The philosopher, Martin Buber, calls such a style an "I-It" form of relationship. This habitual behavior pattern is characterized by blind disregard of the fact that members are people, too. The long-range consequence of such a style is the formation of relationships characterized by hostility, conflict, distrust, and, finally, alienation of members from the leader.

The "Seesaw" Leadership Style

Many leaders are searching for a style which is both satisfying to themselves and to their members; but despite their good intentions, they never manage to work out a style which integrates the needs of leader and members. They arrive at unnatural compromise positions, often swinging back and forth between extremes in an attempt to keep that "delicate balance" which would ensure at least 51 percent of the vote! The "seesaw" (1/m) position on the graph shows partial or temporary concern by which the leader maintains the delicate balance with fluctuations possible at any moment in any direction, either toward concern for himself or toward concern for his members.

Example: A leader may ride roughshod over his members for a period of time and then feel guilt-ridden and anxious. So, after two weeks of "one-man" rule (L-m), he tries to make up for it by an excessive display of attention. He may try to handle his anxiety by trying to buy their love and by giving in to them for awhile and serving as their "doormat" (1-M). After a time, he feels neglected and returns to the "one-man" rule (L-m) style. Over a long period of time this individual will "average out" with a seesaw (1/m) leadership style.

Other leaders may compromise by making relationships with members "legalistic" and "contractual." A leader who is really unable to trust others may work toward the formation of strict rules binding them and him to certain rigid standards of behavior which ensure fairness. While fairness is obtained under these rules, the rules themselves may crush spontaneity and creativity. The rules become unnaturally oppressive or bureaucratic.

Example: A president and treasurer who have never managed to work through to a trusting relationship where both their individual needs are satisfied, may arrive at a seesaw (1/m) compromise solution like this: "We will handle finances as you want one week and how I want the next week." Obviously, such an arrangement is fair, but it drowns the possibility for creativity, spontaneity, and the deeper opportunities for satisfaction of the needs of each. Under this style, meetings degenerate into a ceaseless argument over petty things. Robert's Rules of Order becomes a cross for each member to bear, as technical by-laws, constitutional requirements, and paper work drown the creativity of members.

The "Burned-Out" Leadership Style

Sometimes a leader finds it so difficult to reconcile the problems of being himself in a world with other people that he withdraws from the struggle itself. He becomes isolated and uninvolved and loses spontaneity. We identify such an uninvolved style as "Burned out" (1-m), characterized by low regard for self and the withdrawal of concern for the members. This may often happen where an officer is a senior and has new concerns (job, college, service) or where, through re-election, the second term suddenly seems boring.

The "Golden Rule" Leadership Style

What we are seeking to promote in this leadership training is a philosophy and a leadership style where the leader has both great concern for his own personal growth and well-being and at the same time an awareness of, sensitivity to, and genuine regard for the needs and identities of his members--what Marin Buber might call the "I-Thou" relationship.

The Golden Rule exemplifies this position: "And as ye would that men should do to you, do ye also to them likewise" (Luke 6:31). The rule does not say, "Be nice to others." Such a statement would imply a "doormat" sacrifice of individual dignity. Nor does the rule simply state, "Expect others to treat you well," or "Get yours first." Such "one-man rule" statements would completely disregard one's own responsibilities to other people. The statement is, rather, "Treat members with the same human dignity and consideration which you have an absolute right to expect yourself." Similarly, the Hebrews believe, "If a man is not for himself, who will be for him? If he is not for others, what is he?"

The Golden Rule has existed for so many thousands of years and in so many different lands and forms that it symbolizes civilized man's efforts at seeking out some ethical and creative way of life in social relations. There is every moral reason why this philosophy should extend into every corner of the leader's life, and we will try to demonstrate that this philosophy is practical as a leadership style. It works.

Note: Similar graphs may be used to describe managerial or leadership styles in a variety of situations. For example: For parent/child, P-C; for manager/employee, M-E; for teacher/pupil, T-P; minister/laymen, M-L; or any relationship between two individuals can be so expressed.

This concept of alphabetic equations is unique in expressing managerial or leadership styles and was pioneered and developed by National Leadership Methods.

ANALYSIS: Each group was assigned to reach the goal of selection of a leader, paint a picture, and explain or sell it. Of the eight groups, all of them completed the assignment within the given time periods. In order to accomplish this, each individual group had to cooperate, resolve conflict, and compromise somewhat each person's will in order to achieve the goal of the whole group. This area also relates closely with leadership/followership skills inasmuch as everyone was assigned to be a leader in one activity and a follower in the other three areas (albeit, a contributing follower).

Interpersonal relationships	Each group had to unify selves in order to achieve goal. Each person had to contribute his own personality to the picture in some way without being offensive or too aggressive. Each group achieved this goal.
Freedom/ responsibility	After the initial assignment was made, students had to complete the total objective without adult interference. They were responsible for the free use of their time. They had to complete the assignment in order to receive complimentary rewards. If they failed, the group members received the consequences. Again, each group completed the assigned tasks within the time alloted.
Receiving and expressing love	Love, as synonymous with concern, was demonstrated in this assignment. Each member had to help others achieve goals, to contribute to the whole assignment, and be concerned for the total finished product, in addition to being concerned with and supportive of each person's individual contribution, etc. Concern for others was the goal of each leader in the several phases of group interaction. It appeared as if each leader, in turn, achieved concern for members of the team as a whole.
Leadership/ followership	Each person had a phase of the assignment for which he alone was solely responsible. At other phases, each student should have been a contributing follower who assisted or moved the group toward goal. Again, each person in turn did his assigned leadership responsibility within the time alloted.

CURRICULUM: HEALTH
SCHOOL: TIMPVIEW
LIFE SKILL: LEADERSHIP

GRADE LEVEL: HIGH SCHOOL
INSTRUCTOR: DREW BOLANDER

* * *

PURPOSE: To teach a bright student to be a leader in class rather than a disruption.

SITUATION: A senior student was placed in a sophomore class. She was totally bored and seemed to feel very awkward being the only senior in a sophomore class. She was very bright. Nothing she was given to do was a challenge to her. Sluffing, class disruption, and visiting with other students became her typical behavior. It was a real problem.

I asked her if she would like to become my aide and assume a leadership responsibility in helping certain students who were having trouble in the course. She would act as their tutor. She seemed pleased at the opportunity. Every day she took a small group outside the classroom and worked with them on their health units. Each day she and I would prepare for the next day. She was always prepared the next day to work with the other students. Those students who were doing poorly began to do better, and some started doing very well. My senior student also learned a great lesson from this experience. She was happy to help, feeling useful and important as a leader in the class. She handled the situation in a mature manner, and I sincerely appreciated her help.

ANALYSIS: Having just one older student in a class with younger students has inherent problems. I have used this technique several times, and I will do it again. I find it is a good way to utilize those who are especially bright, who may be older, or who may be "gifted" in the subject matter when the class is not particularly challenging for them. It helps them develop skills in leadership, and this is important no matter what the subject matter. Besides, teaching the class is an extremely good way to learn the material in depth.

CURRICULUM: CHEMISTRY
SCHOOL: TIMPVIEW
LIFE SKILL: COMMUNICATION

GRADE LEVEL: GRADES 11 AND 12
INSTRUCTOR: PAUL EDWARD FORE

* * *

PURPOSE: To help students clearly and concisely tell others what they did, what they observed, and their results and conclusions.

SITUATION: Usually this skill is practiced more effectively in the lab, although it certainly applies in all areas of the science curriculum.

Knowledge
Practice
Coaching
Practice refining
Compare to a standard
Practice

The first day of class, even before texts are passed out, the students are reminded that an important part of science is investigation. We talk briefly about types of investigation, and then I tell them they will observe and record all the information possible (in a 20-minute period) about a burning candle. I explain that a familiar object has been chosen to show them there is usually much more present than we notice or communicate to others. All observations are recorded in note form with a carbon copy. At the end of the 20 minutes, I collect a copy of their observations. We then discuss what they have seen and recorded. Usually they are able to practice communication here. Some coaching is necessary to be sure they are communicating observations and not prior experiences, whims, and theories. After more discussion, students are asked to carefully review their observations and write them up in a paragraph form for the next day. I stress the idea of being very complete, yet concise. The next day I collect their copies, and we discuss the communication problems they had. I also have a report written by a scientist that shows them a standard they might strive for. This report is complete and shows good observation skills and the ability to communicate them well to the reader. As the year progresses, the students continue to turn in written lab reports, discuss them, and receive comments from me as to their progress. It is amazing the progress that is made during the course of the year because of this ongoing effort to produce better and better written communication.

ANALYSIS: Much of our communication is non-written; however, in my particular discipline, a good deal of the communication is done through written reports, journals, mathematics, etc. Through practice, coaching, and an explanation of purpose, the students get progressively more proficient in this skill.